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

Summer Semester

June 18       MAT/UTEP Orientation
June 27       Professional Conduct/Child Abuse Seminar
July 2-July 25 Brown Summer High School
July 27       Fall Student Teaching Orientation
July 30-August 3 Summer Reading Period/Final Work Week
August 3      Summer Work due

Fall Semester

First day of school Fall Student Teaching Begins
Student teachers begin school on the first day with teachers. This varies
from school to school (check with your mentor teacher).
August 31     Graduate School Orientation
September 5   Semester I classes begin at Brown University
September 18  Last day to add a course without a fee
October 2     Last day to add a course or change a grade option declaration
October 8     Fall Weekend Holiday
October 15    Career Workshop 1
October 15-25 Mid-semester Conferences
November 5    Fall Monday Night Colloquium
November 6-13 Registration for Semester II
November 21-25 Thanksgiving Recess
November 28   Spring Student Teaching Orientation
December 7    Approximate Last day of Student Teaching
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   Teacher Research Project Panel Presentations
December 13-21 Brown Final Examination Period
<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>December 17</td>
<td>Career Workshop 2</td>
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<tr>
<td>December 19</td>
<td>Portfolio Presentations for ALL secondary candidates</td>
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**Spring Semester**

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<th>Date</th>
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<tr>
<td>January 23</td>
<td>Spring Student Teaching begins</td>
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<tr>
<td></td>
<td>Semester II classes begin at Brown</td>
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<tr>
<td>January 28</td>
<td>Career Workshop 3</td>
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<tr>
<td>February 5</td>
<td>Last day to add a course without a fee</td>
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<tr>
<td>February 16-19</td>
<td>Long Weekend at Brown</td>
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<tr>
<td>February 18-22</td>
<td>Providence Public Schools Vacation</td>
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<tr>
<td>February 20</td>
<td>Last day to add a course or change a grade option declaration</td>
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<tr>
<td>February 25</td>
<td>Submit hard copy of Praxis II Subject Assessment test score to Dan Bisaccio</td>
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<td>March 1</td>
<td>Deadline to take Praxis II test</td>
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<tr>
<td>March 5-12</td>
<td>Mid-semester Conferences</td>
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<tr>
<td>March 23-31</td>
<td>Brown Spring Recess</td>
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<tr>
<td>April 1</td>
<td>Spring Monday Night Colloquium Certification Meeting</td>
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<tr>
<td>April 15-19</td>
<td>Providence Public Schools Vacation</td>
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<tr>
<td>May 3</td>
<td>Last day of Student Teaching</td>
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<tr>
<td>May 7</td>
<td>Brown classes end for courses not observing Reading Period 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>
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<tr>
<td>May 9</td>
<td>Teacher Research Project Panel Presentations</td>
</tr>
<tr>
<td>May 14</td>
<td>Portfolio Presentations for ALL secondary candidates</td>
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* School vacations vary depending on your placement.
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INTRODUCTION

This handbook serves to provide necessary information to candidates seeking teacher certification in Secondary Education in the Brown University Master of Arts in Teaching (MAT) program and the Undergraduate Teacher Education Program (UTEP). 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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M.S., M.C.P., Director of Education Outreach

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
UNDERGRADUATE TEACHER EDUCATION PROGRAM
SECONDARY EDUCATION

The need for excellent teachers has never been greater. We believe teaching is intellectually challenging work that enhances knowledge and human sensitivity. It is work that can subtly but surely make a mark on the world. By bringing high expectations, strong academic preparation, and a caring and collaborative focus to all of the children they teach, MAT/UTEP graduates pursue leadership opportunities in the classroom and beyond. As teachers, educational researchers, school leaders, and community advocates, they influence reform in our nation’s schools.

THE BROWN MAT/UTEP PROGRAMS

In the secondary program in English, history/social studies, or science (biology, chemistry, engineering/physics), MAT/UTEP candidates study their disciplines as they prepare themselves to help adolescents appreciate the structure and essential questions that comprise the discipline. Consisting of three distinct, yet interconnected, semesters, candidates begin the MAT/UTEP year by teaching at Brown Summer High School, followed by an academic semester of content-area coursework and a student teaching semester. MATs/UTEPs are coached in their efforts to transform subject matter into exciting and innovative curricula by Brown Teacher Education faculty. These faculty are both scholars within their discipline and experienced secondary school teachers who maintain an active relationship with the school community. The secondary program emphasizes standards-based and assessment-driven instruction, culturally relevant content, and a belief in high expectations for all students.

To move from one stage 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. This committee then decides the conditions under which the candidate may continue in the program. 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 or the Undergraduate Teacher Education Program at Brown University.

Schedule
The design of the program makes it necessary for all candidates to begin the program in June and complete the 12-month sequence. The 2012 summer session runs from June 18-August 3. The Brown academic year begins on September 5, 2012. Commencement is Sunday, May 26, 2013.

During the academic year, approximately half the MATs and UTEPs complete their student teaching during semester I and coursework in their teaching field during semester II. For the other students in the program, the arrangement is reversed.
Course of Study: MAT
The Graduate School at Brown offers a 12-month (summer plus academic year) MAT program to prepare college graduates for careers as secondary school teachers of English, history/social studies, or science. The program consists of three courses taken in, or directly related to, the student’s teaching field (e.g. English, history/social studies, or science) and five courses taken in education, including the summer practicum and academic-year student teaching. Graduate transfer credit from other institutions is limited.

Requirements for Admission: MAT
• **Experience:** All applicants must have an appropriate background to teach their subject field. Applicants should have some prior experience working with adolescents. No teaching experience or coursework in education is necessary.

• **Coursework:**
  - English applicants should have a Bachelor of Arts in English or a related literature or composition area of study. A minimum of 18 units in English or related areas is required for admission. Applicants whose areas of study are Comparative Literature, American Studies, African American Studies, Ethnic Studies, Creative Writing or Composition are encouraged to speak with the program director to inquire about whether their courses meet certification requirements.
  - History/Social Studies applicants should have a Bachelor of Arts with a major in history or a social science field (excluding psychology) and should have completed a minimum of 18 units in history and social studies. Those with related majors should contact the program director to inquire.
  - Science applicants should have a Bachelor’s degree in biology, chemistry, engineering/physics or a closely related field and should have completed a minimum of 15 units in biology, chemistry, or engineering/physics.

Applicants may determine whether they have completed sufficient coursework in their academic area of interest by emailing a copy of their transcript(s) to the appropriate program director for a preliminary review: Teacher_Ed@brown.edu.

• **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.

• **Writing Sample:** Applicants for the MAT in English must submit a writing sample in addition to their personal statement.

• **Deadline for Application:** Completed applications must be received by the Graduate School by January 15. The GRE is required of all MAT applicants.

• **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 and proctorships. 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. 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.
• **Status of Application:** Applicants will be notified of admission decisions no later than April 1.

**Program Course Credits: MAT**
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**
- EDUC 2060 Methods of Teaching 1 cr.
  - Section A: English; Section B: History/SS; Section C: Science
- EDUC 2090 Literacy and Diversity Across the Curriculum 1 cr.

**Semester I**
- EDUC 1450 The Psychology of Teaching and Learning 1 cr.
- EDUC 2070/2080 Student Teaching/Analysis of Teaching 1 cr.
  - Section A: English; Section B: History/SS; Section C: Science

Please note: You MUST register for both EDUC 2070 AND EDUC 2080.

**Semester II**
- Courses in subject area 3 cr.
- EDUC ____ Education Elective 1 cr.

*The Fall and Spring semesters may be reversed.*
Course of Study: Undergraduate Teacher Education Program (UTEP)

Working cooperatively with other departments at the University, the Education Department offers a Teacher Education Program that leads to certification for teaching at the secondary level (grades 7-12). At present, certification programs are offered in English, history/social studies, or science.

The Undergraduate Teacher Education Program is NOT a concentration program. Whatever a student’s concentration, s/he is eligible to be a UTEP provided s/he can fulfill the course requirements listed in the section titled, “Requirements for Certification.”

Requirements for Admission: UTEP

The application for UTEP is due in November of the junior year, but the advising process that precedes the application is essential. Applicants who wish to enter the UTEP program must plan on attending at least one information session in the Education Department and arrange for an interview with the program director in their subject area prior to submitting their application.

UTEP candidates must plan to enroll in and complete EDUC 0900, Fieldwork and Seminar in Secondary Education, prior to semester VII. Applications are reviewed to ascertain that, by the completion of the program, applicants will have a sufficient number of courses in their subject field to meet the distribution requirements listed in the “Requirements for Certification” section. UTEPs should plan to take and successfully complete EDUC 1450, The Psychology of Teaching and Learning prior to semester VIII.

Program Course Credits: UTEP

Prior to Semester VII
EDUC 0900  Fieldwork and Seminar in Secondary Education  1 cr.

Prior to Semester VIII
EDUC 1450  The Psychology of Teaching and Learning  1 cr.

Any Semester
EDUC ____  Education Elective  1 cr.

Summer following Semester VI
EDUC 2060  Methods of Teaching  1 cr.
Section A: English; Section B: History/SS; Section C: Science
EDUC 2090  Literacy and Diversity Across the Curriculum  1 cr.

Semester VII*
EDUC 1070  Student Teaching  1 cr.
Section A: English; Section B: History/SS; Section C: Science
EDUC 1080  Analysis of Teaching  1 cr.
Section A: English
Section B: History/SS
Section C: Science

Undergraduate course  1 cr.
Please note: Candidates MUST register for both EDUC 1070 AND EDUC 1080.

_Semester VIII*

- Undergraduate courses 4 cr.

* The fall and spring semesters of the UTEP senior year may be reversed.

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**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. You 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.

**CERTIFICATION**

By the completion of the Master of Arts in Teaching Program at Brown University, students are expected to have taken the following courses in their content area during both their undergraduate and graduate studies and must pass the required Praxis exams in order to fulfill certification requirements and be recommended for certification by the program. UTEP candidates are expected to have taken the following courses in their discipline during their undergraduate studies and must pass the required Praxis exams in order to be recommended for certification by the program.

*For English:*

Students must plan to complete a minimum of 8 courses (or 30 units) in the study of literature and language, which should include work in the following:

- Theories of writing or theories of teaching writing
- Critical theory
- Literature of the western canon, including Chaucer, Shakespeare, and the English Romantic poets
- American literature
- American ethnic literature
- Modern and contemporary literature
- Literature in translation or world literature
- Poetry
- Drama
- Linguistics, focusing on the structure of language and social influences on language development and use
- Media studies
For History/Social Studies:
Students must plan to complete a minimum of 9 courses (or 36 units) in history and social studies in at least two different social science fields. Students must submit a completed transcript analysis form to the director of history/social studies and the assistant director by the mid-term of their academic semester.

Six courses in history must be distributed among the following:
- American history
- Western civilization
- Non-Western civilization
- European history

Three courses in the social sciences disciplines may include coursework in:
- Anthropology
- Economics
- Geography
- Political science
- Sociology

For Biology:
Students must plan to complete a minimum of 8 courses (or 30 units) in biology, which should include work in the following:
- Botany
- Zoology
- Physiology
- Genetics
- Ecology

For Chemistry:
Students must plan to complete a minimum of eight (8) courses in chemistry, which should include work in the following:
- Organic chemistry
- Inorganic chemistry
- Analytical chemistry
- Physical chemistry
- Biochemistry

For Physics (Engineering):
Candidates must plan to complete a minimum of 8 (or 30 units) courses, which should include the work in the following areas:
- Mechanics
- Electricity and Magnetism
- Optics
- Properties of Matter
- Thermodynamics
Certification Process
Upon completion of the 12-month Teacher Education program, MAT candidates receive a Master of Arts in Teaching degree/UTEP candidates receive a Bachelor’s 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 Praxis II Subject Assessment test and the Principles of Learning and Teaching:
   see www.ets.org/praxis for registration information
   a. Subject Assessment test:
      English Language, Literature, and Composition: Content Knowledge (#0041)
         Passing score = 172
      Social Studies: Content Knowledge (#0081)
         Passing score = 162
      Biology: Content Knowledge (#0235)
         Passing score = 152
      Chemistry: Content Knowledge (#0245)
         Passing score = 151
      Physics: Content Knowledge (#0265)
         Passing score = 141
   Deadlines:
   - Take the Subject Assessment test in September, November, or January.
   - Submit a paper copy of your score report to Brown’s Certification Officer, Dan Bisaccio, no later than the end of February. Note: Praxis II Subject Assessment test scores are NOT automatically sent to Brown.

   b. Principles of Learning and Teaching (PLT)/Grades 7-12 (#0624)
      Passing score = 157
      Deadline: Take the PLT no later than December. Send your 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
b. *Program Completion form* (will be distributed at spring certification meeting)
c. *Check* payable to the General Treasurer, State of Rhode Island
d. *Official Transcript* for all candidates requesting additional endorsements.

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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**THE MAT/UTEP YEAR**

**Summer Practicum**  
Candidates spend four weeks as faculty members at Brown Summer High School (BSHS), an enrichment program for students entering 9th-12th grades in the fall. The instructional program is taught by teams of MAT/UTEP candidates under the guidance of mentor teachers from local schools and supervised through a collaborative process with the program faculty. The accompanying seminar and practicum assignments address general topics in: planning; curriculum development; instruction and assessment; diversity issues such as working with special education and English Language Learners; and specific topics in each of the three content areas: English, history/social studies, or science. In addition, MATs/UTEPs take EDUC 2090, Literacy and Diversity Across the Curriculum.

**Assessment**  
In order to be considered qualified to advance to the next segment of the program – either the academic semester or student teaching – by summer’s end, the candidate must successfully demonstrate:

- An adequate level of proficiency as a teacher at BSHS and as a colleague on his/her teaching team. Candidates are regularly observed and assessed by the mentor teacher and the program director. At the conclusion of BSHS, both candidates and mentors prepare a written assessment of the candidate’s accomplishments based on the Brown Practice-based Standards, outline goals for the future and ascertain whether or not the candidate is prepared to advance. The program director prepares summary notes and refines goals for the academic year based on a review of the summer experience. Success is measured by the candidate’s achievement in each of the Brown Practice-based standards. (See the “Meeting the Standard” section that follows each standard’s description.)

- Satisfactory attendance and participation in all EDUC 2060 and EDUC 2090 activities and completion of all assignments. Assignments are carried out slightly differently in each of the three content areas. Each candidate should see the syllabi for a full description of assignments.
Attendance and Participation
The active and informed participation of candidates forms the foundation of the Methods of Teaching seminar. Candidates are expected to actively engage in reading the material assigned for each class, prepare written responses, and discuss course material with colleagues. Candidates are required to be on time and attend the full class period of all meetings of the Methods seminar. If illness or emergency prevents attendance at a meeting of the course, candidates should directly contact their professor. Following an excused absence, candidates will be expected to submit a 3-page summary of the readings by e-mail, and complete any missed in-class work, in addition to posting normally required work on MyCourses. More than two absences from either Methods of Teaching or the BSHS practicum for any reason may result in a candidate receiving No Credit (NC) for the course. Final requirements, presented to the program director and mentor at the completion of the summer include:

- A curriculum unit plan prepared jointly by the candidate and his/her team.
- Daily reflections and required standards-based reflections.
- A written self-assessment based on the Brown Practice-based Standards (written at the completion of BSHS).
- Individual BSHS binder, which includes:
  - Lesson plans
  - Daily reflections
  - Handouts
  - Samples of student work
  - Resources used to prepare the unit
  - Copies of mentor teacher observations
  - Student assessment records
  - Write-ups of two BSHS observations (in different disciplines)
  - Completed Readiness to Student Teach checklist
- At least two 45 minute observations of other BSHS classes where there is active learning taking place.
- An electronic portfolio on Digication documenting the candidate’s accomplishments during this first practicum.

Academic Semester
During the academic semester, candidates take three courses in their subject area or two courses in their subject area and one education elective. (If the candidate chooses to take the education elective during the academic semester, the additional subject area course is taken during the student teaching semester. If the candidate chooses to take three academic courses during the academic semester, then s/he takes the education elective during the student teaching semester.) Course selections are made by the candidate and approved by the program director based on requirements yet unmet in his/her study plan.

PLEASE NOTE: If an MAT candidate chooses to take an under-1000 level course, s/he must complete the following steps:
  • Seek the approval of the professor in order to earn graduate credit for the course.
• Meet with the professor to agree upon whether any additional assignments will be required to receive graduate credit. Ask professor to sign memo confirming what additional assignment(s), if any, student needs to complete to receive graduate credit.
• Ask the professor to code final grade with an ‘E’ for extra credit at the end of the semester.

Assessment
With the approval of the professor of record, courses may be taken either for a grade or Satisfactory/No Credit (S/NC). MAT candidates must receive an S or a C or above in a course to receive graduate credit. At the completion of the academic semester, candidates write a one-page reflection for each discipline-based course taken, summarizing the content of the course and explaining how they plan to apply it in their own teaching. This reflection is added to their portfolio under standard seven, Engagement with Subject Matter.

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 you with important information on pertinent issues that will help prepare you in your 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/UTEP 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/UTEPs 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 colloquium are considered part of the MAT/UTEP 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.
STUDENT TEACHING

Student teaching, an intense learning experience, is the heart of the Brown Teacher Education Program, the hub around which other courses and experiences revolve. Student teaching is a time of exploration and synthesis: an opportunity to integrate academic and education courses and to transform subject matter knowledge into effective classroom activities. During the student teaching semester, each candidate is placed in a secondary school where s/he spends the entire school day working closely with a mentor teacher and taking responsibility for two classes in his/her subject area.

To assist candidates through the student teaching experience, the Brown Teacher Education Program has developed a support network. The Education Department faculty, Teacher Education faculty and staff, the mentor teachers at school sites, and fellow MATs/UTEPs are the backbone of this support.

This section of the handbook addresses issues of concern to student teachers. It also presents the Practice-based Standards. The standards are a measure by which candidates will judge their professional development over the course of student teaching.

Schedule

Student teaching starts at the beginning of the school’s semester and continues until one school day before the beginning of Brown’s exam period. For the most part, student teachers follow the school’s vacation calendar and not the University calendar. If student teachers must be absent from school, they must inform their program director, mentor teacher and other appropriate school personnel and provide substitute lesson plans. 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 candidate’s director as far in advance as possible.

The student teacher is expected to remain in school all day and to participate in the full range of activities for which the mentor teacher is responsible: supervising homeroom; writing progress reports; attending planning, department and faculty meetings; providing after-school help; etc. However, the student teacher should not miss their Brown classes because of an in-school activity such as parent-teacher night or a faculty meeting. The only reason that a student teacher might be excused from Brown classes is in case of personal emergency.

The student teacher is to spend the full school day in the school. Exceptions to this rule are (1) a day spent visiting another school or (2) a class at the university that necessitates missing part of the last period on certain days of the week. The student teacher is to inform the mentor teacher before the school day begins (preferably the evening before) if s/he must be absent.

Placements

Candidates are placed in a variety of school settings in the Providence area. Serious consideration is given to each candidate’s assignment. Placement involves such factors as the number of positions available at a school, the mentor teachers at each location, and access to transportation. Candidate input is invited and first preferences are accommodated whenever
possible. There is an online survey of candidates, followed by an interview with the program
director. The program directors, together with mentors, make final decisions about placements.

The Providence area offers many different types of placements. Candidates may student teach in
an urban, suburban or rural setting. Placements are available in public, independent, and charter
schools.

Schools that the Brown secondary program has worked with in recent years include:
- Beacon Charter High School for the Arts, Woonsocket
- Blackstone Academy Charter School, Pawtucket
- Burrillville High School, Burrillville
- Central High School, Providence
- Cranston High School East, Cranston
- East Greenwich High School, East Greenwich
- Hope High School, Providence
- Lincoln High School, Lincoln
- Times2 Academy, Providence

The Teacher Education Program holds a required student teacher orientation prior to the
beginning of each semester. Each candidate should contact his/her mentor teacher and arrange a
meeting prior to entry. S/he should become familiar with the mission and goals of the school, as
well as the curriculum standards, and get copies of appropriate textbooks, materials, and outlines
of skills and content expectations. The candidate and mentor teacher should discuss what is
expected in the early days of the placement. Candidates often arrange with fellow student
teachers to carpool to and from school, both for logistical reasons (parking around the school
may be hard to find), and as yet another means of peer support and communication.

Field Sites
Field sites are chosen based on the availability and evidence of resources to provide MAT/UTEP
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/UTEP 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/UTEP 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.

Coursework During the Student Teaching Semester
During the student teaching semester, candidates must enroll in:
- One Brown academic course
- Student Teaching (EDUC 2070 for MATs or EDUC 1070 for UTEPs)
- Analysis of Teaching Seminar (EDUC 2080 for MATs or EDUC 1080 for UTEPs)

Analysis of Teaching Seminar
An integral part of the student teaching experience is the weekly seminar, Analysis of Teaching, taught by Brown Teacher Education faculty. This course refines the concepts covered in the summer methods classes and gives candidates an opportunity to reflect on their student teaching experiences with fellow MATs/UTEPs.

Attendance and Participation
The active and informed participation of candidates forms the foundation of the Analysis of Teaching seminar. Candidates are expected to actively engage in reading the material assigned for each class, prepare written responses, and discuss course material with colleagues. Candidates are required to be on time and attend the full class period of all meetings of the Analysis class. If illness or emergency prevents attendance at a meeting of the course, candidates should directly contact their professor. Following an excused absence, candidates will be expected to submit a 3-page summary of the readings by e-mail, and complete any missed in-class work, in addition to posting normally required work on MyCourses/Canvas. More than two absences from either Analysis of Teaching or the student teaching placement for any reason may result in a candidate receiving No Credit (NC) for the course.

Requirements of the Student Teacher:
- Student teaching binder
- A minimum of 10 weekly reflections
- 2 self-evaluations using varied program rubrics
- Mid-term self-assessment
- Teacher Research Project and a PowerPoint presentation and annotated bibliography
- Electronic portfolio
- 60 observations of other teachers
- 2 professional development days arranged and scheduled with your program director

Mechanisms for Evaluating Student Teaching:
- At least 3 visits from program director
- Weekly observations done by mentor teacher
- Written feedback from both program director and mentor teacher
• Two Formative Assessment rubrics from the program director
• Standards-based evaluation completed by mentor teacher at end of semester

Guidelines for Student Teachers
The First Days
Student teachers usually spend the first days of student teaching observing their mentor teacher using specific observation techniques. It is important to cultivate an open relationship and to feel free to discuss questions and concerns. How much professional autonomy should a student teacher have? How closely must the student teacher follow a set agenda? How much freedom does the student teacher have to use new materials and to try innovative teaching methods? Mutual respect and flexibility are needed as the student teacher and mentor teacher both work towards setting parameters for the student teaching experience.

Student teachers should remember that they are guests in the host school and should become familiar with the school’s culture. They should treat the school’s support staff (clerical, cafeteria and custodial workers) with the same respect and courtesy that they show 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 for helping the student teacher acclimate to his/her teaching site.

It is important to familiarize yourself with each school site’s policies, including those concerning audio-visual equipment and photocopying, and where supplies and equipment are located. Ask your mentor teacher to introduce you 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 you 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 your 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. Err on the side of professionalism.

Helpful Information for Getting to Know the School Site:
• 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
• Nurse
• College Counselors
• Receptionist/School Secretary

*School and Classroom Policy Information to Know:*
• Excused/unexcused absences
• Tardies
• Honor code/plagiarism
• Behavioral/ethical codes and standards
• Hallway/lunchroom/bathroom/nurse policies
• Emergency policies and procedures

**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 helps the student teacher to develop a sense of rhythm and continuity in his/her 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 student teacher 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.

**See appendix for copy of lesson plan template.**

Student teaching is an opportunity to try out new teaching techniques or refine existing ones. Student teachers should not be afraid to try “non-traditional” modes of planning and teaching. Peers are especially good resources for planning. For instance, student teachers working on similar content or skills can jointly develop lesson plans, or student teachers can arrange to make appearances in one another’s classes to assist with a particularly staff-intensive activity. Please note: lesson plans derived from other sources need appropriate citation. In other words, student teachers should give credit where credit is due.
**Observations**

As part of Rhode Island certification requirements, student teachers must conduct a series of observations throughout each semester and create a log of these observations. Candidates are required to not take derogatory or judgmental notes about teachers or students or other school professionals in any electronic or physical notebook that is ever brought to school. Program directors will describe the format and the contents of that log in the first Analysis seminar. Initially, it is required that student teachers observe their mentor teacher’s class on a regular basis. However, shortly after the semester begins, they will begin to observe a variety of other teachers in a number of different settings and subject areas. Student teachers must do at least one observation at their placement site each day. As a minimum of 60 days of student teaching is required, there should be at least 60 completed observations by the end of the student teaching semester.

**See appendix for copy of the observation log.**

Observations are an essential, interesting and worthwhile component of the student teaching experience. Suggested observations: other teachers in the student teacher’s discipline, your 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.

In addition to observing at his/her school, the student teacher is expected to do some observations at another school. To make these observations possible, student teachers are entitled to one professional development day during their student teaching semester. As with any excused absence, student teachers should schedule this day with their mentor teacher well in advance.

**Supervision and Evaluation**

Guidance and support is available from several sources: the mentor teacher, Brown faculty and the Education Department staff. However, student teachers will work most closely with their mentor teacher during student teaching. The role of mentor teacher brings an additional responsibility to a teacher whose primary concern remains – as always – the students in the classroom. Usually, the student teacher begins by observing and will eventually take increasing responsibility for teaching two of the mentor teacher’s classes as the semester progresses.

During student teaching, student teachers are observed regularly by their mentor teacher and program director. Observations by mentor teachers are followed by a feedback session with the student teacher. The student teacher will also receive written feedback from their mentor teacher on a Comment form based on the Brown Practice-based Standards. Mentor teachers submit at least eight of these written evaluations over the course of the term to both the student teacher and the student teacher’s program director. Mentor teachers and program directors will also use the Formative Assessment Rubric to evaluate student teachers twice per semester.
** See appendix for a copy of the Mentor Teacher Comment form and Formative Assessment Rubric. **

The program faculty conducts a minimum of three formal observations of each candidate during the semester. After each observation the program faculty member will conference with the student teacher and provide him/her with a written evaluation. The scheduling of these visits will be agreed upon by the student teacher, the faculty member, and the mentor teacher.

The student teacher should feel free, however, to ask for additional observation and feedback. A vital part of student teaching is discussing what is happening in the classroom. An experienced observer can offer thoughtful criticism and guidance. Most mentor teachers and student teachers find it useful to set aside a specific time each week to discuss planning and other issues.

Mid-term Self-Assessment and Conference
Halfway through the student teaching semester, student teachers 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 student teacher will highlight areas of strength and weakness, using lessons and student work as evidence. The self-assessment gives student teachers 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 student teacher will also set goals within each standard to work toward in the second half of his/her student teaching semester. The student teacher, program director and mentor teacher will then conference to collectively assess the student teacher’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 credential. 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.

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 a credential; 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.

Binders
During both the summer and the student teaching semester, you will keep track of your teaching materials in a physical or digital binder based upon your program director’s requirements. These binders will document your learning about your teaching, as well as your students’ learning in your class. You will hand in a binder to your program director at the end of the summer and at the end of your student teaching semester. Each binder should include:

- All lesson plans
- Unit plans
- Handouts and resources used for lessons
- Your 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.

The Mentor Teacher
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.

Qualifications of the Mentor Teacher
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.

Mentor Meetings
Mentor teachers are prepared for their responsibilities in several ways. Each semester, meetings are held with mentors either as a group or individually in consultation with each director. These meetings are designed to expose mentors to the Brown Practice-based Standards, to provide guidance with regard to communication issues, to provide experience with and samples of assessment tools, and to provide valuable feedback to the Brown Teacher Education Program regarding how its systems of evaluation work in real-world teaching situations. Additionally, the program faculty discusses roles and responsibilities with prospective mentor teachers and consults with them during observation visits. At a typical mentor meeting, we will reflect on the Brown Practice-based Standards and watch a video of a lesson to do norming around giving standards-based feedback. Mentors send weekly feedback regarding their student teacher to the appropriate program director. All mentors fill out a formative assessment rubric at the mid-term and share it with the student teacher and the director. All mentors engage in a three-way mid-term conference and the directors facilitate conversations regarding the progress of the student teacher as well as the substance of the mentor’s feedback. Finally, at the end of the semester all mentors must write a lengthy narrative evaluation using detailed evidence of the student teacher’s performance on each of the Brown Practice-based Standards. Prior to the mentor’s evaluation, the directors meet with the mentors to provide exemplars from previous years so that mentors have a clear expectation of what they should produce.

Based on feedback from mentors, we fine tune our mentor meetings and consider what additional supports would leverage more effective mentoring relative to formative and summative assessment of MAT/UTEP teaching and learning.
Expectations of the Mentor Teacher:

- The mentor teacher accepts the student teacher as a professional and conveys this acceptance to the class s/he is to teach. S/he acquaints the student teacher with school personnel, policies, regulations, facilities, and calendar. S/he provides a model of teaching for the student teacher to observe and adapt to his/her own use.

- The mentor teacher collects detailed lesson plans for every lesson taught by the student teacher. The mentor teacher reviews lesson plans with the student teacher at least 24 hours prior to each lesson presentation. The mentor teacher checks the student teacher’s lesson plans, tests and other evaluative material. Although the mentor teacher gradually encourages increasing amounts of independence, the ultimate responsibility for the students’ learning rests with the mentor teacher.

- The mentor teacher assists the student teacher in developing techniques for evaluating and grading student work.

- The mentor teacher aids the student teacher in acquiring and utilizing available instructional materials.

- Initially, the mentor teacher observes the student teacher several times a week. Once the semester is underway, the mentor teacher observes each class at least once a week. These observations are followed by a conference in which the mentor teacher provides written feedback on observation forms based on Brown’s Practice-based Standards. This feedback is submitted to the candidate and the program director.

- If the mentor teacher is absent, the student teacher may not teach or take over his/her class unless a substitute teacher is available.

- The mentor teacher participates in a conference with the candidate and the program director to assess the candidate’s progress and to outline future goals.

- The mentor teacher prepares a written narrative evaluation at the conclusion of the student teaching experience. There are minor differences in the guidelines for evaluation in the different subject areas (English, history/social studies, and science). The program director outlines expectations in the specific subject areas. All evaluations, however, are based on the Brown Practice-based Standards and are shared with the student teacher. In the final evaluation, the mentor teacher must indicate whether or not s/he recommends the student teacher for certification. Copies of the evaluations are kept in the candidate’s file at Brown. Mentors must submit their evaluations by the date of their student teacher’s Teacher Research Presentation in order to receive their stipend.

- The mentor teacher completes a survey that provides feedback to the program at the conclusion of each semester (mentors who host student teachers in both the fall and spring semesters only need to fill out the survey once).

Evaluation of mentor teachers is based on the quality of experiences of student teachers, participation in mentor teacher meetings, and fulfillment of requirements for documenting the progress of the student teacher over the course of the term.

**See appendix for copy of Practice-based Standards and feedback forms.**
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/UTEP 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/UTEPs 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 (i.e., metacognition, discussion, inquiry science, etc.)
o describe their procedure or path for teaching
o present criteria for student success with sequenced teaching methods designed for student mastery or improvement
o carefully analyze student misunderstanding and learning
o demonstrate patterns or trends in the student work data
o have readable power points and sample work
o 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.

**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 you have mastered the objectives and guidelines set forth by the Rhode Island Beginning Teacher Standards and Brown University’s Practice-based Standards. You must do your digital portfolio on Digication. There will be no individual exceptions to this policy.

Your portfolio is meant to reveal you as a developing secondary 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 your program. The portfolio will contain examples of student work, curriculum units, other teacher-developed materials and personal reflections about your teaching as you learn to teach. This portfolio should reflect the important activities that take place during your teaching, coursework and classroom observations. This will mean identifying what is *exemplary* and *essential* in teaching at the secondary 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

You will select evidence in each of the core areas listed above that demonstrates your progress. Each piece of evidence should be captioned, identifying and explaining the purpose of each artifact. In addition, you will need to write a reflective commentary within each of the seven core areas in which you discuss what the entries reveal about your learning to teach. For each item you choose to include, a direct link should be drawn to the theory and strategies you have gained from courses and readings.

Your commentary must be concise, but thorough, and demonstrate thoughtful analysis and interpretation. Be selective in collecting examples of your teaching experiences, choosing those that reflect your development as a novice teacher. Being selective doesn’t mean constructing a biased picture of one’s Brown Summer High School and student teaching performance, but rather providing a fair and generous representation of it. You may consider a variety of different types of artifacts and documentary evidence in your 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 you use student work as artifacts in your portfolio, it is central that all student work that you use be completely and totally readable. Examine your 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 your portfolio.

Remember that preparation of your portfolio is an ongoing process of professional growth. As you proceed through the program, you should document experiences that are meaningful to you. Keep logs and journals of significant activities and experiences, take pictures, tapes and videos, make copies of communications, seek feedback and keep samples of your finest accomplishments, as well as samples of lessons that failed. If you do this conscientiously throughout the course of the program, creating your final portfolio will be a matter of selecting those items that reflect who you are as a beginning teacher.

Your portfolio is a statement of who you are as a teacher, and more importantly, the teacher you are striving to become. You 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 your teaching practice and progress toward the Brown Practice-based Standards.

Keeping a portfolio is a process of continually reflecting on one’s teaching. Seeking collaboration and input on your portfolio from your colleagues is encouraged. You are urged to
consult with your program director, your BSHS mentor, your mentor teacher, other experienced teachers and other student teachers as you derive meaning out of your teaching experiences. Interaction with peers in education is a crucial aspect of your 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.

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

**Descriptions of Entries**

**Overview:** The overview is a reflective commentary of your understanding of all aspects of the standard and how you see your 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 pieces of work you have done (lesson plans, activities, tests, rubrics, sets of instructions, etc.) or pieces of work that your students have done. Artifacts are not illustrations or photographs or scans unless they show a substantive piece of student work that you can reflect on deeply.

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

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

**Electronic Portfolio: Summer**

**Due date:** Friday, August 3

**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.

- **Artifacts:**

  - Self or team-designed letter of introduction to students
  - 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:
- Literacy Case Study and Assessment materials including any PowerPoint presentations, handouts, and student samples (required)

Reflection: Reflect on the Case Study 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 (not team designed and enacted). Include also your notes and team and mentor comments/reflections on this plan. (required)

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.

Artifacts:
- Feedback from mentor
- Group activity
- Interactive DTP; transcript or recording of a discussion; 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?

Artifacts:
- 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.” (required)
- The grade book you turned in to the BSHS principals with student names blacked out. (required)
- Two samples of end-of-term evaluations that you wrote for both a student who has met the standard and one who has not (required)

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:**
  - Your end-of-summer self-assessment and your goals for student teaching. Your self-assessment includes the overview sections of your electronic portfolio put together in one document, which you will use and revise during the student teaching semester. (required)
- **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 DTP related to the content of your discipline
  - Exemplar activity or lesson plan that show engagement with content.
- **Reflection:** Reflect on each of your artifacts, particularly how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding standard.

**Electronic Portfolio: Student Teaching Semester**
*Due date: Wednesday, December 12 for fall student teachers  
Monday, May 13 for spring student teachers*

- In addition to containing your overviews, artifacts and reflections in response to the Brown Practice-based Standards, your student teaching portfolio must also include your resume and teaching philosophy.
- You must have at least the number of artifacts specified, each with a corresponding reflection for Standards 1 through 6 in your student teaching portfolio. Note that certain artifacts and reflections are designated as required.
- Parts of Standard 7 are completed following your 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?
- **3 Artifacts and Reflections:**
  - Your letter of introduction and a reflection on student response.
  - Your plan for classroom community/management and a reflection on the implementation.

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?
3 Artifacts and Reflections:
  - Special Education related assignment and reflection. (required)
  - ELL related assignment and reflection. (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)
  - A survey that you conducted about students’ backgrounds, school preparation, home life, interests, etc. and reflection.

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?
  - 3 Artifacts and Reflections:
    - An exemplary lesson plan that showcases a teaching method that is something you feel well prepared to enact successfully and reflection. (required)
    - A unit plan and reflection on what students learned. (required)
    - Your Micro Teaching demonstration handout, video clip, and a reflection that includes instructions and ideas about how it could work best.
    - A lesson plan that demonstrates planning to meet the range of knowledge and needs in the classroom.

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?
  - 4 Artifacts and Reflections:
    - Direct Teacher Presentation PowerPoint and reflection. (required)
    - Example of 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)
    - Classroom Observation Log and reflection on two excellent classes you observed and what you learned from your observations. (required)
    - An arc of questions (constructed after viewing video if students prepared questions or created prior to teaching if the teacher facilitated the discussion) and reflection and a video and/or audio of a discussion with your class or another artifact for the discussion/questioning part of the standard.
    - An artifact that shows how you designed and enacted instruction to develop specific student skills and reflection.

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 and Reflections:
    - Computer grade book snapshot (with no names) and a reflection of patterns in the class and what this shows you and an administrator about student learning. (required)
Rubrics and sample student work that shows evidence of how work approaches the standard, meets the standard, and exceeds the standard, with reflection. (required)

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.

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 and a reflection.

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?

- **4 Artifacts and Reflections:**
  - Teacher Research Presentation 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)
  - Reflection on one of the colloquia and related assigned reading. (required)
  - 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.
  - An evaluation or recommendation from your director with reflection.
  - Your mentor teacher’s evaluation or recommendation. No reflection needed.
  - A reflection on one Practice-Based Standard where you feel demonstrates the largest area of growth.
  - A reflection of one book or article that most informed your thinking and/or teaching philosophy.

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?

- **2 Artifacts and Reflections:**
  - A reflection on each of your three content electives during your academic semester and an artifact that represents how the content of each course could apply to your teaching. (required)
  - An artifact and reflection that is related to your student teaching semester.
**Unit Plan Template**

**STAGE ONE – IDENTIFY DESIRED RESULTS**

**PROFESSIONAL CONTENT STANDARDS:**

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS :</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the <strong>big, overarching</strong> questions that are <strong>central to your discipline</strong> and to the <strong>content</strong> you are going to teach?</td>
</tr>
</tbody>
</table>

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

Date:  
Lesson Topic:  
Unit’s Essential Questions:  

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong> Your objectives should be measurable, contain an observable verb, and be written in student-friendly language.</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

| Instructional methods used Look at your “Teaching Methods to Try” list and choose methods that will best help you reach your objectives. | 1. | 1. |
| | 2. | 2. |
| | 3. | 3. |

**Methods evaluation:** After teaching, reflect on how well each method worked and what you would do to refine or build on each method.
<table>
<thead>
<tr>
<th>Evidence of differentiation</th>
<th>Accommodations and modifications of your objectives or assessments for ELL or special education students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on your assessment of student learning, what are you going to do to accommodate the range of needs in your classroom?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will you be doing?</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

CITATIONS:
Reflections after teaching:
After each lesson, please take time to reflect on its strengths and challenges. Consider the following questions:
- What evidence of student learning do you have and what does it show you about student understanding or misunderstanding?
- What will you do tomorrow based on what you learned from this lesson?
- What will you refine?
- What will you build on?
Dear Professor:

As you may know, Brown University offers a Master of Arts in Teaching program to prepare secondary teachers in English, history/social studies, and science (biology, chemistry, engineering/physics). In addition to five education courses, MATs must take three courses in their teaching discipline.

Often the most valuable Brown courses for preparation for high school teaching are those under 1000-level, which are primarily designed for undergraduates. Graduate students are permitted to take these courses with the instructor’s permission. The instructor then determines the additional work that must be completed to earn graduate credit.

We are writing to suggest that an appropriate assignment to earn this graduate credit would be the development of an instructional unit based on the content of the course taken. This instructional unit would be designed for use in a high school course.

Attached to this letter are the Instructional Unit Guidelines. These are the same guidelines we require our students to use in developing units for their teaching. The one addition to the guidelines, when the unit is for a Brown course, is the second section “Connections Between University Course and Instructional Unit.” This was added at the suggestion of a group of Brown faculty who worked with the Teacher Education Program in designing these guidelines.

We realize that it is your decision about the additional work required for graduate credit, but we hope that you might see the development of an instructional unit and the accompanying brief connections paper as an effective way for a student to demonstrate that s/he has been able to apply the contents of your course.

We would be pleased to discuss this with you further, and if you wish, to provide an example of an instructional unit that an MAT designed in the past. Thank you for considering our proposal for additional work for graduate credit.

Sincerely,

Laura Snyder    Brian Fong    Daniel Bisaccio
Director of English    Visiting Director of History/Social Studies Education    Director of Science Education
**Instructional Unit Guidelines**

An instructional unit is a series of lessons that focus on a major topic (e.g., the Civil War, genetics, a Shakespearean play) or process (e.g., analyzing primary documents, designing and performing an experiment, the research process). A unit is generally 2-9 weeks in length.

**REQUIRED ELEMENTS OF THE UNIT:**

- **UNIT OVERVIEW**
  - The overview includes:
    - approximate time span of the unit
    - description of what will precede the teaching of this unit, that is, what knowledge and skills do the students already have at the beginning of the unit

- **CONNECTIONS BETWEEN UNIVERSITY COURSE AND INSTRUCTIONAL UNIT**
  - Connections should include:
    - list of the issues or concepts introduced in the university class that the plan addresses
    - reflection on why materials/topics/issues/concepts from the university class are appropriate for a secondary classroom

- **ESSENTIAL QUESTIONS**
  - Essential questions are ones that lie at the heart of a subject or curriculum and that promote inquiry and a deep understanding of concepts, principles, laws, and theories. The use of essential questions to frame the goals of a unit is one way to stay focused on the big ideas. The unit should use a set of overarching and topical questions to identify the enduring understandings which the unit will aim.

- **STANDARDS (national, state, or local)**
  - There are various sets of standards which have been developed for the different disciplines to guide teachers in choosing the appropriate content and instructional strategies for their curricula.
  - The standards should be written out in full, not listed by numbers, letters, and other forms of shorthand notation.

- **PERFORMANCE GOALS**
  - These goals specify what the students will know, be able to do, and value as a result of the unit.

- **UNIT CALENDAR**
  - The calendar provides a snapshot of the major topic or activity for each day of the unit.

- **SET OF LESSON PLANS FROM THE UNIT**
  - The lesson plans should use the required format.
Although the entire unit is to be planned, four to seven complete lessons plans should be included.

- **ASSESSMENT ACTIVITIES**
  - All the assessments to be used in the unit should be listed with a brief description.
  - A description of how grades will be calculated for student work done should be included.
  - Optional: include copies of assignments and/or rubrics.

- **RESOURCES USED IN PLANNING THE UNIT**
  - A list of all texts, articles, internet sites, and other materials used in the planning of the unit.
### Brown University Teacher Education Program: Secondary Education

**Mentor Teacher Comment Form**

| Name of Student Teacher: ______________________ | 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.

| 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. | Comments: |
| 2) Student as Learner: (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. |
| 3) Planning: (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. |
| 4) Classroom Practice: (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. |
| 5) Assessment: (RIBTS 9) uses a variety of formal and informal assessment strategies to support the continuous development of the learner. |
| 6) Professional Knowledge and Growth: (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. |
| 7) Engagement with Subject Matter: (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. |
Brown University Practice-Based Standards  
Rhode Island Beginning Teachers Standards  
2012-2013

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/UTEP 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 (PBS). The Brown program retained the PBS 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 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 all three 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 summer mentors, 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, 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:
The student teacher establishes a routine that students understand and respect. Activities reflect careful thought, take into account student developmental levels, learning styles and diversity, and create situations in which students construct knowledge. The student teacher exhibits respect and consideration toward colleagues, particularly in team situations, supports colleagues’ work and contributes an equal share to team efforts. The student teacher encourages and elicits interaction with parents and community and makes him/herself available to those constituencies when and where appropriate. 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 student teacher exhibits a clear sensitivity to issues of diversity, particularly regarding race, class, and gender, in his/her interactions with students, colleagues, and community. The standard is met if the student teacher consistently models appropriate decorum and exercises control without intimidation or domination, promoting a genuine democratically-based classroom.

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:
The student teacher demonstrates an awareness of, and concern for, the people in his/her classroom. Focusing on learners as full human beings with a rich history, unique characteristics, substantive achievements, talents, skills and interests, the student teacher does his/her best to observe, document and learn about those students. S/he works hard to “understand their understanding.”
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 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:
The student teacher’s lesson plans are carefully written and detailed, noting content and skills objectives, describing activities, and noting special learning and diversity needs where appropriate. Lessons exhibit clearly focused, sensible connections from one to the next, and are designed to promote construction of knowledge by students. The student teacher takes time to explain lesson objectives to students and, using a variety of strategies, checks that students are clear about what they are doing and why they are doing it.
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?
7. instruct in forms of (artistic, literary, historical, scientific) expression (orally, in writing, through reading)? (secondary subject areas)
8. instruct about how to read with better comprehension, how to take effective notes, how to write more clearly and coherently? Are students given models or exemplars to guide their work? (secondary subject areas)

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:
The student teacher exhibits confident 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. Questioning strategies are thoughtful, considering a range and arc of questions that develop logically from simple to complex. Group work is used effectively and students are carefully coached on the purpose and strategies for collaboration. Work required of students clearly reinforces basic skills (reading, writing, note-taking, oral presentation, listening) and builds toward more complex mastery (critical thinking, problem-solving, analysis, and synthesis). Technology skills are incorporated into lessons as frequently as possible, with the student teacher modeling the use of technology whenever possible.

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:
The student teacher demonstrates knowledge of a variety of approaches to assessment and evaluation. Assessment is seen as integral to the curriculum and instruction process and employs a repertoire of formal and informal methods. “Traditional” tests and essays, as well as performances, exhibitions, and portfolios which allow students to demonstrate what they know in a variety of media and technology are used. Students are also given various opportunities to self-assess progress and their classroom work is guided by known criteria and standards developed by the student teacher with the class (or with the class’ knowledge). A focus on continuous student improvement in skills and content knowledge is emphasized and grading reflects that objective.

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:**
In face-to-face debriefings, journal writing, and formal self-analysis, the student teacher demonstrates the positive acceptance of feedback and makes a thoughtful response to it. Classroom planning and implementation demonstrates that the student teacher has internalized and is making use of feedback. Beyond the classroom, the student teacher avails him/herself of professional publications, conferences, and workshops to improve his/her practice and to develop the habits necessary for continued professional growth.

**Standard Seven: Engagement with Subject Matter**

**A. In what ways does the student teacher:**
1. demonstrate understanding and enthusiasm for the discipline?
2. understand how knowledge in the 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?

**B. English**
In what ways does the student teacher demonstrate:
1. knowledge of texts from the canonical to popular culture, a range of genre and forms, and symbol systems including print, speech and visual media?
2. that s/he is a fluent and clear thinker, reader, writer?
3. knowledge of the patterns, conventions, and terminology of Standard English?
4. use of technological and informational resources in instructional design and classroom practice?

In what ways does the student teacher develop strategies for:
1. presenting reading, writing, speaking and listening as processes of making meaning?
2. balancing the process and content aspects of student literacy development?
3. helping students read and write widely and with increasing understanding?
4. fostering awareness of various discourse patterns and their relationships to function and identity?
5. fostering thoughtful classroom discourse, emphasizing multiple purposes and approaches to talk?
6. helping his/her students to use research to form arguments on a topic that students find significant?
7. presenting students with activities in which they put the patterns and conventions of Standard English to use?

C. History/Social Studies
In what ways does the student teacher:
1. demonstrate that s/he is conversant with World Cultures, Western Civilization, and American histories?
2. demonstrate the contribution of content area courses at Brown to his/her knowledge base?
3. demonstrate an understanding of the varieties of social sciences (anthropology, psychology, economics, geography, sociology, etc.) and incorporate these in his/her planning and practice?
4. demonstrate an ability to integrate the various subject areas within history/social studies to present diverse students with engaging and challenging inquiry-driven, project-based work?
5. exhibit an understanding of history/social science inquiry and research necessary to develop lessons and stay current in the field?
6. demonstrate a commitment to the development of democratic classrooms that promote critical inquiry and invite all student voices to be heard?

D. Biology
In what ways does the student teacher:
1. exhibit an understanding of the major themes of biology: evolution, energy transfer, continuity and change, relationship of structure and function, regulation, interdependence in nature, and the intersections of science, technology, and society?
2. engage students in activities to represent the process of science and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing?
3. integrate the facts, terminology, and concepts of biology to form a cohesive whole?
4. design/choose and carry out meaningful and appropriate laboratory activities and field work in biology?
5. choose and develop laboratory/field work that enhances both content and process objectives of the course?
6. encourage scientific thinking through laboratory/field work by hypothesizing, observing, collecting data, analyzing data, and drawing conclusions?
7. design and implement effective pre-lab and post-lab activities?
8. teach and adhere to safe procedures and the ethical use of living organisms?

E. Chemistry
In what ways does the student teacher:
1. exhibit an understanding of the major concepts of chemistry including: Inorganic chemistry, Organic chemistry, Analytical chemistry, Physical chemistry, Biochemistry?
2. explain these concepts in a clear and innovative way, using examples drawn from various branches of chemistry?
3. engage students in activities to represent the process of science and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing?
4. engage students with creative applications of the concepts of chemistry to modern technology?
5. design/choose and carry out meaningful laboratory activities in chemistry?
6. integrate the facts, terminology, and concepts of physics to form a cohesive whole?
7. demonstrate an understanding of the environmental, societal, and economic issues associated with modern technology?
8. choose and develop laboratory/field work that enhances both content and process objectives of the course?
9. encourage scientific thinking through laboratory/field work by hypothesizing, observing, collecting data, analyzing data, and drawing conclusions?
10. design and implement effective pre-lab and post-lab activities?

F. Engineering (Physics)
In what ways does the student teacher:
1. exhibit an understanding of the major concepts of physics including: mechanics, electricity and magnetism, physical properties of matter, and optics?
2. explain these concepts in a clear and innovative way, using examples drawn from various branches of engineering?
3. engage students in activities to represent the process of science and assumptions inherent to the creation of scientific knowledge within the scientific community, and contrast science to other ways of knowing?
4. engage students with creative applications of the concepts of physics to modern technology?
5. design/choose and carry out meaningful laboratory activities in physics?
6. integrate the facts, terminology, and concepts of physics to form a cohesive whole?
7. demonstrate an understanding of the environmental, societal, and economic issues associated with modern technology?
8. choose and develop laboratory/field work that enhances both content and process objectives of the course?
9. encourage scientific thinking through laboratory/field work by hypothesizing, observing, collecting data, analyzing data, and drawing conclusions?
10. design and implement effective pre-lab and post-lab activities?
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:
The student teacher demonstrates mastery of the skills and knowledge central to the discipline. Interest in, and energy for, his/her discipline are demonstrated through the creation of lessons which present diverse students with challenging activities and projects, engage them, and encourage them to solve problems, raise questions, and interact in ways that contribute to a positive learning environment while developing skills as critical, inquiring thinkers.
Brown University Teacher Education Program: Secondary Education  
Portfolio Assessment Form: Summer

Date: ___________  Name of MAT/UTEP Student: ___________________________  Reviewer: ___________________________

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## PBS #6: Prof. Knowledge and Growth

**Overview _____**  

**Artifact and Reflection:**  
- Your self-assessment and goals for student teaching

**Comments:**

**Rating**  
- Beginning  
- Approaching  
- Meeting  
- Exceeding

## PBS #7: Engagement w/ Subject Matter

**Overview _____**

**Artifact and Reflection:**  
- ________________

**Comments:**

**Rating**  
- Beginning  
- Approaching  
- Meeting  
- Exceeding

## Format & Organization:

**Comments:**

## Overall Rating

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## Introductory Materials
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### Comments:

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- Approaching
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## PBS #1: Roles and Relationships

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### Artifacts and Reflection:
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### Artifacts and Reflection:
- Special Education related assignment
- ELL related assignment
- Introduction into the classroom

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## Micro-Teaching Rubric

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<td>♦ is clear</td>
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<td>♦ incorporates eye contact</td>
<td>Approaches</td>
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<td>♦ is appropriately paced</td>
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<td>♦ uses precise language</td>
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<td><strong>Presentation of Teacher Self</strong></td>
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<td>♦ teacher displays a central practice in their content area</td>
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<td>♦ teacher portrays passion and excitement about the practice</td>
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<td>♦ teacher displays reflection and communicates how teaching could be improved and what pitfalls should be avoided</td>
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<td><strong>Organization</strong></td>
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<td>♦ fits within 7-8 minutes</td>
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<td>♦ incorporates relevant readings</td>
<td>Exceeds</td>
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<td>♦ provides clear definitions of terms and ideas</td>
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<td>♦ communicates the purpose of using this particular teaching method</td>
<td>Approaches</td>
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<td>♦ shows how this method is not only interesting to students, but also helps students demonstrate their learning</td>
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<td><strong>Group Engagement</strong></td>
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<td><strong>Quality of Handouts</strong></td>
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<td>♦ teaching method is clearly described and could be easily replicated</td>
<td>Exceeds</td>
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<tr>
<td>♦ samples of student work are included</td>
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<tr>
<td>♦ samples of student work are included</td>
<td>Approaches</td>
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Readiness to Student Teach Checklist: Secondary
(completed at end of Summer Program)

Name of Student: ____________________________ Date: _____________

MAT _____ UTEP _____

_____ 1. Candidate has met with his/her program director for a transcript evaluation and knows what courses s/he needs to take in the academic semester.

_____ 2. Candidate’s mentor teacher has confirmed that the candidate has moved beyond “just beginning” for each of the Brown Practice-based Standards.

_____ 3. Candidate’s program director has confirmed that the candidate has moved beyond “just beginning” for each of the Brown Practice-based Standards.

_____ 4. Candidate has successfully completed self-assessment on each of the Brown Practice-based Standards.

_____ 5. Candidate has maintained satisfactory attendance and successfully completed all required assignments for EDUC 2060: Methods of Teaching.

_____ 6. Candidate has maintained satisfactory attendance and successfully completed all required assignments for EDUC 2090: Literacy and Diversity Across the Curriculum.

_____ 7. Candidate has completed a curriculum plan with his/her BSHS team.

_____ 8. Candidate has submitted Student Teaching Binder to his/her program director.

_____ 9. Candidate has submitted required standards-based reflections to his/her program director.

_____ 10. Candidate has completed an electronic portfolio documenting his/her accomplishments and progress toward meeting the Brown Practice-based Standards.

_____ 11. Candidate has submitted goals for student teaching to his/her program director.

Program Director’s Signature: ____________________________ Date: _____________
Readiness for Certification Checklist: Secondary
(completed at end of Student Teaching)

Name of Student: ________________________ Date: _____________

MAT _____ UTEP _____

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

_____ 2. Candidate has submitted official results of the ETS Praxis II: Principles of Learning and Teaching (#0624).

_____ 3. Candidate has submitted official results of the ETS Praxis II: Subject Assessment in their discipline (#0041, #0081, #0235, #0245, or #0265).

_____ 4. Candidate has submitted Observation Log (60 hours) to his/her program director.

_____ 5. Candidate has submitted Student Teaching Binder to his/her program director.

_____ 6. Candidate has completed an electronic portfolio documenting his/her accomplishments and progress toward meeting the Brown Practice-based Standards.

_____ 7. Candidate has maintained satisfactory attendance and successfully completed all required assignments for EDUC 1080/2080 (Section A, B, or C): Analysis of Teaching.

_____ 8. Candidate has maintained satisfactory attendance and successfully completed all required assignments for EDUC 1450: Psychology of Teaching and Learning.

_____ 9. Candidate has maintained satisfactory attendance and successfully completed all required assignments for education elective course.

_____ 10. Candidate has maintained satisfactory attendance and successfully completed all required assignments for academic courses.

_____ 11. 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.”

_____ 12. Candidate’s program director 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.”
13. Candidate’s student teaching mentor teacher and candidate’s program director have confirmed that the candidate has adhered to professional code of conduct and met Standard 6: Professional Knowledge and Growth.

14. 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: ___________
Instructional Observation and Evaluation Guide

Name: ____________________________ Date: ______________

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

1. 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?

2. How will you help students understand and articulate the purpose of this lesson? How will you engage them and build buy-in in for the lesson?

3. What evidence of student learning will you collect to determine whether or not your students met the lesson’s objectives?

4. For each objective what is the criteria and evidence for success? How will you know if students meet each objective?

5. 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?

6. What BPBS do you plan to exhibit mastery of during this lesson? How? Why?
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<tr>
<th>Date</th>
<th>Grade/Subject</th>
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Student Teaching Attendance

Please fill out the form below during student teaching and keep it and your observation log in your student teaching binder.

1. Snow days (please provide dates):
   ___________________
   ___________________
   ___________________
   ___________________

2. Professional development days (Please provide dates and a very brief description of the professional development.):
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________

3. Total number of days by Mid-term Self-Assessment: ______________________

4. Excused absences due to illness or emergency (Please provide dates and a brief explanation.):
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________
   ___________________

5. Total number of days by end of student teaching: ______________________
Teacher Research Project
Sample Questions

How can students learn to generate and answer their own questions about a text?

How can teachers monitor students’ comprehension of primary sources in the history classroom?

How can I use visual storytelling and illustrating to enhance classroom learning?

How can I teach the Nature of Science through an Evolution curriculum?

What strategies can I use to help my students identify main ideas?

How can literature circles support my students’ development of the skills and the mindset necessary for interpreting literature?

What types of student-centered learning activities best develop the skills necessary for taking on the role of ‘student as historian’?

How can the use and importance of interpreting graphics (diagrams, charts, etc.) be integrated into the science classroom in a way that promotes literacy and communication?

How does performance impact the revision process for writing?

How can visual thinking lead to improvement in students’ literacy skills?

How can teachers help students to identify and write a strong thesis for an analytical essay?

How can I help students ask higher-order questions and then lead higher-order discussions?
Teacher Research Project Presentation Rubric

QUESTIONS AND SUB-QUESTIONS
Criteria for MEETING ALL EXPECTATIONS:
- Main question is clear, logical and focused
- Question is relevant to the discipline and is connected to the literature review
- Question is chosen based on the analysis of diagnostic data
- Question has potential to be a source of learning for the discipline and for teaching in general
- Rationale for choosing this topic and question is clearly articulated
- Sub-questions are aligned to the main question
- Sub-questions are clear, logical and focused

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<td>Not Meeting Expectations</td>
<td>Meeting Basic Expectations</td>
<td>Meeting All Expectations</td>
<td>Exceeding Expectations</td>
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Comments:

LITERATURE REVIEW
Criteria for MEETING ALL EXPECTATIONS:
- Annotated bibliography summarizes each text and comments on its relevance to the presentation
- Annotated bibliography includes at least 5 texts that were published after 2000 and are outside of the required course texts
- All academic terms are clearly defined using a personal definition developed from the literature
- Presenter clearly describes how the research literature influenced their teaching and contributed to the design of their TRP

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Comments:
### DATA

**Criteria for MEETING ALL EXPECTATIONS:**

- Presenter describes procedure for teaching and how it connects to the question
- Describes multiple data sources including: teaching methods, diagnostic, formative and summative assignment and assessments
- The data presented directly relates to the student needs identified in the question

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Comments:

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### ANALYSIS of DATA

**Criteria for MEETING ALL EXPECTATIONS:**

- Presenter describes how they looked carefully at student work to determine patterns of student understanding and misunderstanding that connect to the question
- Demonstrates a rationale for using assessment data to repeat a given method, skill or concept at least 5 times.

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Comments:
CONCLUSIONS/FINDINGS
Criteria for MEETING ALL EXPECTATIONS:
- Lists all questions and describes how their research project helped them answer their questions
- Clearly shows through illustrative examples how data helped them form their conclusions
- Is clear, concise and examples are thorough

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Comments:

IMPLICATIONS FOR FUTURE TEACHING AND RESEARCH
Criteria for MEETING ALL EXPECTATIONS:
- Presenter considers what they would do differently and why
- Presenter considers next steps for teacher research or inquiry

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Comments:
**PRESENTATION STYLE**

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<th>Criteria for MEETING ALL EXPECTATIONS:</th>
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<tr>
<td>Presentation is well organized and easy to follow</td>
<td></td>
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<tr>
<td>Presentation is well paced and fits within 20 minutes</td>
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<tr>
<td>PPT is visually interesting (is not text-heavy, etc…) and presented to Directors in written form prior to the presentation with 2 slides per page</td>
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<tr>
<td>Majority of presentation is focused on analysis of the data and conclusions findings</td>
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<tr>
<td>Presenters speech is clear and slow enough to be understood</td>
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<tr>
<td>Presenters demeanor is engaging and holds the audience’s attention</td>
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<tr>
<td>Presentation has a clear beginning, middle and end</td>
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Comments:
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 will primarily 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.

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

Required Technology:
*Use of:*
- Overhead projector
- LCD projector
- Internet resources in planning
- Internet resources in classroom teaching, such as simulations, animations and video clips
- Presentation software, such as PowerPoint, to facilitate a Direct Teacher Presentation (DTP)
- Webpage construction, through Digication or Wiki, to create/maintain a professional teaching electronic portfolio and/or educational site

Other Suggested Technology:
*Use or creation of:*
- Podcasts (audio and/or music)
- Interactive Whiteboard (SMART Board)
- Electronic grade book to track and monitor student progress and achievement
- Blogs
- Webquest
- Digital Storytelling

**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 6 - 8
Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:
1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

GRADES 9 - 12
Performance Indicators:
All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:
1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)
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://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
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 Conduct\(^1\), the Brown University Discrimination/Harassment Policy\(^2\), the National Education Association’s Code of Ethics of the Education Profession\(^3\), and the Professional Standards section of the Rhode Island Beginning Teacher Standards\(^4\).
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 Standards\(^5\) 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.

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\(^1\) 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: 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.
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