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.
# Table of Contents

**Table of Contents**

**Introduction** ......................................................................................................................... 4

**Course of Study**

**Requirements for Admission**

**Program Description** .......................................................................................................... 6

**Schedule**

**Program Attendance Policy**

**Program Course Credits**

**Courses Taught by Brown and Adjunct Faculty**

**The MAT Year** .......................................................................................................................... 10

**Summer Practicum**

**Fall Practicum**

**Spring Student Teaching**

**Professional Seminars** ........................................................................................................... 12

**Certification** ............................................................................................................................ 12

**Practice Teaching Experiences** ............................................................................................... 13

**Supervision**

**Placements**

**Field Sites**

**Planning**

**Observations** .......................................................................................................................... 17

**Assessment and Retention Process** ......................................................................................... 18

**Summer Practicum and Analysis Seminar**

**Fall Practicum and Analysis Seminar**

**Spring Student Teaching and Analysis Seminar**

**Electronic Portfolio Guidelines** ............................................................................................ 21

**Conclusion** .............................................................................................................................. 23

**Appendices** ............................................................................................................................. 24

**Brown University Practice-based Standards - Elementary**
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 97% pass rate in the year 2015.

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.

Introduction

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

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

The elementary program is practice-based, requiring three clinical experiences that take place in a range of grade levels in urban, suburban, charter, and independent schools. The program offers interactive seminars that engage MAT candidates in methods, theory, materials, and workshops relating to all of the elementary subject areas as well as opportunities to work with diverse populations of students. The hallmarks of the program are: a small, collaborative cohort; clinical experiences at the core of each semester; a steeping in critical educational theory regarding the politics of race, class, and gender; disciplinary methods aligned with classroom teaching practice; continuous reflection on practice; and frequent supervision by faculty who teach the analysis seminars accompanying each teaching experience.
The MAT is a pre-professional program. Candidates do not simply take courses and "pass" them. The Brown Teacher Education Program is accredited by the State of Rhode Island and given the responsibility to ensure that all graduates have met the standards established by the state.

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

**Course of Study**

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

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

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

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

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

Program Description

**Schedule**
The Elementary MAT program begins with a summer session that runs from mid June through the end of July. The summer session includes a three-week practicum where MAT candidates team-teach under the supervision of a mentor teacher from local schools. During the academic year, a 2 ½ day per week practicum will start at the beginning of the school's fall semester and will continue until Thanksgiving vacation. Candidates are required to begin their fall practicum with their mentor teacher during the professional development days prior to the first
day of school in their placement school. This is normally before Labor Day, and prior to the start of Brown's academic classes, during the last week of August. Students will have an orientation to the Fall Practicum during the last week of SummerPrep and during the first week of Brown fall classes. Spring student teaching will officially start the first week in January and continue through the end of April. Each of these placements will be in a different setting. Commencement is the Sunday of Memorial Day weekend.

**Program Attendance Policy**

The active and informed participation of candidates forms the foundation of the Methods and Analysis Teaching seminars. 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 and Analysis seminars. 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 Canvas.

Three lates of any duration are equal to one full absence. More than two absences from either Methods or Analysis Seminars or the SummerPrep practicum for any reason may result in a candidate receiving No Credit (NC) for the course(s).

For the most part, you will follow the elementary school's vacation calendar, not the University's. If you must be absent from school, we ask that you inform your mentor teacher BY PHONE (not email). Please note: you must also inform the directors of the MAT program, by email.

Unforeseen absences should only occur in the case of illness or family emergency. Planned absences (e.g., a professional development day, a job interview, or a religious holiday) need to be discussed with your mentor teacher and the directors as far in advance as possible.
MAT in Elementary Education

**SUMMER**
- Coursework
  - EDUC 2110: Summer Practicum and Analysis
  - 3 Weeks of Teaching
  - Daily Debrief with Mentor

**FALL**
- Coursework
  - EDUC 2120: Practicum and Seminar in Elementary Education
- Fall Practicum
  - 10 Weeks of Teaching for 2.5 Days/Week

**SPRING**
- Coursework
  - EDUC 2140: Methods and Materials of Math, Science and Technology
- EDUC 2150: Language and Literacy in the Elementary School Classroom
- EDUC 2280: Seminar: Principles of Learning and Teaching

**EDUC 2270 Student Teaching**
- 16 Weeks of Teaching for 4.5 Days/Week
**Program Course Credits**

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

**Summer**

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

**Semester I**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2120</td>
<td>Practicum and Seminar in Elementary Education</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EDUC 2140</td>
<td>Methods and Materials of Math, Science and Technology</td>
<td>½ cr.</td>
</tr>
<tr>
<td>EDUC 2150</td>
<td>Language and Literacy in the Elementary School Classroom</td>
<td>½ cr.</td>
</tr>
<tr>
<td></td>
<td>Elective Course in Linguistic and Cultural Diversity</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Education Elective in consultation with faculty director</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>

**Semester II**

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

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

**Courses Taught by Brown and Adjunct Faculty**

**Seminars**

An integral part of the practice teaching experiences are the Analysis seminars – EDUC 2110, EDUC 2120 and EDUC 2280 – co-taught by the Director and Program Director of Fieldwork. The seminars refine concepts learned in methods classes, explore critical and other educational theory, and give practicing teachers an opportunity to reflect on their experiences with their peers.
Methods Courses

An essential component of the MAT program that supports the clinical experiences in elementary classrooms are the methods courses offered during the summer, fall and spring semesters. The courses – EDUC 2140 and EDUC 2150 – focus on the methods of instruction in math, science, and language arts in elementary classroom settings and meet approximately bi-weekly throughout the fall and spring semesters. The methods courses draw on the latest knowledge about children’s development, learning and teaching from both theoretical and practical perspectives and candidates will be required to develop units of study in specific subject areas. These units will be taught to students within the host classrooms and will be reflected on with the adjunct lecturers from the methods courses.

Academic Courses

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

The MAT Year

Summer Practicum

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

At the conclusion of SummerPrep, MAT candidates will have individual conferences with their summer supervisor and mentor teacher to evaluate their progress towards meeting the Brown Practice-based Standards and determine their readiness for the fall practicum. Candidates will submit and present a portfolio documenting how they are working toward meeting the Brown Practice-based Standards.
**Fall Practicum**

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

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

Candidates end their fall practicum with Thanksgiving break and spend a short period of time in the beginning of December in their spring student teaching placement (a different grade and school) to get an introduction to their students and the curricular and classroom expectations of their student teaching placement before the semester break. At the end of the semester, candidates will submit and present a portfolio documenting how they are progressing toward meeting all of the Brown Practice-based Standards.

**Spring Student Teaching**

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

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

**See Formative Assessment Rubric**
Professional Seminars

All candidates are required to attend professional seminars as scheduled throughout the year. These seminars will focus on the following topics: professional conduct, child abuse and neglect, career seminars, 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 CareerLAB, 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.

Certification

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 tests, candidates are eligible to receive initial certification from the RI Department of Education. For additional information regarding reciprocity and RIDE licensure application, please visit the Certification Google folder.

Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement, allowing graduates reciprocal certification without transcript evaluation in most states. Graduates of the program may be eligible for teacher certification by transcript evaluation in the states that are not NASDTEC members. Currently, the states that are not included in the ICC are: 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. The Officer reviews all applications and provides candidates with specific information pertaining to the certification process.

All candidates must complete the following steps:

1. Take and pass the Praxis II exams listed below no later than MARCH 1; however, you are encouraged to take the exams sooner. You can apply for a fee waiver through ETS (do this EARLY!):
   https://www.ets.org/praxis/about/fees/fee_waivers/

   See www.ets.org/praxis for registration information. Test dates are generally posted during the summer months.
   - Principles of Learning & Teaching K-6 (#5622)
     Passing score = 160
Elementary Multiple Subjects (#5001):

- Reading and Language Arts Subtest (#5002)
  Passing score = 165
- Mathematics Subtest (#5003)
  Passing score = 164
- Social Science Subtest (#5004)
  Passing score = 155
- Science Subtest (#5005)
  Passing score = 159

2. **Send scores directly to Brown (R3094).**

3. **Submit the following items to the Certification Officer by MAY 12:**
   - RI General Educator Application form. Visit the RIDE website for additional information regarding certification
   - Program Completion form (will be distributed at spring certification meeting)
   - Check payable to the General Treasurer, State of Rhode Island

### Practice Teaching Experiences

#### Supervision

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

**The Mentor Teacher**

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

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

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

**MAT Program Supervisor**

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

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

See **Mentor Teacher Guidelines**, **Letter of Understanding**: **Summer**, **Fall**, and **Spring**, **Observation Documents**

**Placements**

Student teachers are placed in a variety of school settings – including urban, suburban, charter and independent schools. At least one semester placement will be in a public, urban school setting. Serious consideration is given to each candidate’s practicum and student teaching assignment. Placement involves factors such as the number of positions available at a school, the mentor teachers at each location, and access to transportation. Student input is invited and preferences are accommodated whenever possible. The directors of the MAT program make final decisions about placements.

It is important to feel as comfortable and relaxed as possible in a placement site. Candidates should take time to become familiar with the specifics of the placement by contacting the individual mentor teacher and arranging a meeting prior to entering the class as a student teacher. It is also important to become familiar with the mission and goals of the school, as well as the curriculum standards. Candidates should obtain copies of appropriate
textbooks, materials, and outlines of the skills and content that will be needed during the practicum and/or student teaching experience. Candidates should discuss with their mentor teacher what is expected on the first day of the new placement, as well as the faculty meetings and professional development sessions they will be expected to attend. Carpools are often arranged amongst the student teachers, both for logistical reasons (parking around the school may be hard to find), and as yet another means of peer support and communication.

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

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

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

Knowing specific information will be helpful for planning lessons as well as for teaching:

- Exactly what subjects will the candidate be teaching?
- Will there be any field trips or special events such as guest speakers?
- What are the school policies regarding student conduct within the classroom and the building, and what are the procedures regarding safety (fire drills), discipline, family communication, grading, homework and progress reports?
- Some schools have handbooks outlining policies that the mentor teacher or school administrators should be willing to locate.
- General information that everyone needs to know includes: school holidays, teacher sign in/sign out
times, the dates of early release days, and whom to contact in case of illness.

- The student teacher should let his/her mentor teacher know his/her Brown class schedule, 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.

**Field Sites**

Field sites are chosen based on the availability and evidence of resources to provide MAT candidates with an environment in which to practice implementing effective instruction for all children. Qualities of effective field sites include:

- A school ethos where reflection on and analysis of teaching and learning is an integral component of the professional culture and where the mentor is able to exhibit and instruct the MAT candidate.
- The provision for highly qualified teachers to work closely with candidates and their faculty directors by communicating through frequent feedback and assessments.

**Criteria for Evaluating Current Field Sites and Selecting Additional Field Sites**

Field sites are selected where:

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

**Planning**

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 student teacher and mentor teacher should have a clear process for reviewing lesson plans prior to their implementation. Mentor teachers, Brown faculty and peers can help the candidate discover supplementary materials, and serve as resources and sounding boards for developing activities and ideas. Unquestionably, a great deal of time will be spent on planning. Planning is not only essential in providing directed learning experiences for the students, but it also helps the MAT candidate to develop a sense of rhythm and continuity in teaching.
The template of a lesson plan format in the Teacher Education Handbook is to be used by all student teachers. It cites what is to be taught, teaching methods, the standards addressed and the materials needed. All student teachers are required to follow such a plan. The plan should also contain specific information about what the students will be doing and any other factors that the mentor teacher believes are needed.

**Observations**

*MAT Candidate as Observer: 18 Classroom Observations and Log*

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

See MAT Candidate [Observation Log](#) and [Observation Guide](#)

*Placements and Graduated Responsibility*

Candidates will submit copies of lesson plans to the mentor teacher in advance of the lesson for feedback and approval. (This is non-negotiable.) In anticipation of an observation by a program supervisor, candidates will provide a copy of the final lesson plan, as well as a pre-observation guide. During the course of the year, candidates will be asked to submit lesson plans to instructors and to share them with peers. Candidates should keep all lesson plans for the entire year in their Google Doc folders as documentation of growth in planning and reflecting on the practice. Please note, lesson plans derived from other sources need appropriate citation – in other words, please give credit where credit is due.

*Evaluation of Practice Teaching Experiences*

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

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

See Brown Practice-based Standards: Elementary and Mentor Teacher Comment Form

Assessment and Retention Process

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

**Periodic Self-Assessment and Conference (three during the summer, two during the fall and two during the spring)**
At the end of each week during the summer and halfway through each practicum, MAT candidates write a
self-assessment of their teaching practice and submit it to both their program supervisor and mentor teacher. This
assessment should include specific examples that show candidate's progress toward meeting Brown's
Practice-Based Standards. For each standard, the candidate will highlight areas of strength and weakness, using
lessons and student work as evidence. The self-assessment gives candidates a chance to reflect on their teaching
practice so far, and to highlight areas in their practice to strengthen and/or improve upon in the latter portion of
the semester.

If candidates experience difficulty during one of the assessment checkpoints they will be informed in person and
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.

In order for the candidate to obtain the Master of Arts in Teaching, he or she must satisfactorily complete
coursework for the Analysis seminars and the methods courses. Additionally, academic coursework that does not
directly relate to the field experiences must be completed satisfactorily.

**Conclusion of Student Teaching Semester**
At the conclusion of the semester, the mentor teacher prepares a narrative evaluation of the candidate's
teaching experience, that accompanies the Brown Practice-based Standards Rubric. The candidate submits an
electronic portfolio that represents his/her work over the course of the program. S/he also presents to peers,
mentor teachers and program faculty the results of a Teacher Research Project (TRP), a classroom-based
research project carried out over the course of the semester.

At the end of the semester, the director of the candidate's program makes a final recommendation about the
candidate’s completion of his/her student teaching practicum. Occasionally, it is determined that a candidate has not made sufficient progress toward Brown’s Practice-based Standards to be recommended for certification. In this case, the program may provide an opportunity for the candidate to extend the student teaching experience into another semester, the summer, or the following school year.

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

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

**Binders**

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

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

**Summer Practicum and Analysis Seminar**

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

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

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

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

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

At the conclusion of the Spring Semester:
● MAT candidates will have received passing scores on the ETS Praxis II Principles of Learning & Teaching K-6 (#0622/5622) and Elementary Multiple Subjects (#5031).
● Mentor teachers prepare a narrative evaluation of the candidate’s student teaching experience.
● The directors inform the candidate that s/he has successfully completed the MAT in Elementary Education and can be recommended for certification in the State of Rhode Island.

Electronic Portfolio Guidelines

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

A candidate’s portfolio is meant to reveal him/her as a developing elementary classroom teacher. The portfolio will contain examples of student work, curriculum units, other teacher-developed materials and personal reflections about a candidate’s development as a teacher. This portfolio should reflect the important activities that take place during a candidate's teaching, coursework and classroom observations. This will mean identifying what is exemplary and essential in teaching at the elementary school level.

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

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

Commentary must be concise but thorough, and demonstrate thoughtful analysis and interpretation. Candidates should be selective in collecting examples of teaching experiences, choosing those that reflect development as a novice teacher. Being selective does not mean constructing a biased picture of SummerPrep, fall practicum and student teaching performances, but rather providing a fair and generous representation of it. A candidate may consider a variety of different types of artifacts and documentary evidence in his/her portfolio. The portfolio is intended to reveal a process of genuine adjustments and growth – therefore, the occasional “flop” is worthy material for a formative portfolio.

Preparation of a portfolio is an ongoing process of reflection on the candidate's professional growth. As candidates proceed through the program, they should document experiences that are meaningful. Candidates should keep logs and journals of significant activities and experiences, take pictures, audio recordings and videos, make copies of communications, seek feedback and keep samples of accomplishments, as well as samples of lessons that failed. Seeking collaboration and input on a portfolio from colleagues is encouraged. Candidates are urged to consult with their program director, SummerPrep mentor teacher, student teaching mentor teachers, other experienced teachers and other MAT candidates as they derive meaning out of their teaching experiences.

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

Candidates will produce three electronic portfolios: summer, fall and spring and must meet standards and expectations on each in order to advance to the next phase of student teaching. Candidates must meet standards and expectations on the Final Spring Student Teaching Semester Electronic Portfolio in order to receive a Brown degree and be recommended for certification.

Descriptions of Entries

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

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

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

Detailed descriptions of portfolio requirements are provided in course syllabi.

Conclusion

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

Lesson Plan Template - Master and Copy
Unit Plan Template - Master and Copy
Academic Code and Principles of the Brown University Community
BPBS Formative Assessment Rubric
Brown University Copyright and Fair Use
Brown University Practice-based Standards - Elementary
Brown University Teacher Education Program Code of Professional Conduct
ISTE National Educational Technology Standards
Letter of Understanding: Summer
Letter of Understanding: Fall
Letter of Understanding: Spring
Mandatory Reporting of Child Abuse and Neglect
MAT Candidate Observation Form
MAT Candidate Observation Log
MAT Candidate Observation Guide
Mentor Teacher Guidelines
NEA Code of Ethics of the Education Profession
Pre-Observation Guide
Post-Observation Guide
Readiness to Student Teach Checklist: Elementary
Readiness for Certification Checklist: Elementary
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 (BPBS). The Brown program retained the BPBS format, fully integrating the RIBTS throughout. The BPBS are now integrated with the *Rhode Island Professional Teaching Standards* (RIPTS).

The Brown 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. (RIPTS #6)

Teachers foster collaborative relationships with colleagues and families to support students’ learning.
(RIPTS #7)

Teachers maintain professional standards guided by legal and ethical principles. (RIPTS #11)

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

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

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

The standard is met at the end of the fall practicum if the student teacher consistently models appropriate decorum, maintains a safe, orderly and productive classroom, establishes responsive and personalized relationships with some of her/his students and their parents/caregivers, consistently establishes collaborative relationships with school-site colleagues and peer, and interacts positively with supervisors and university faculty and staff.

Meeting Standard One:
The teacher candidate can establish and maintain routines and a classroom atmosphere that students understand and respect which organizes them for instruction. Carrying out of classroom activities reflects careful thought, takes into account differences in students’ cultural background, home language, developmental levels and learning styles. S/he clearly demonstrates leadership in the classroom, guiding and directing activities and interaction in ways that contribute to a positive and safe learning environment. The teacher candidate is adept at creating situations in which students construct knowledge – the student is worker and teacher is coach. The teacher candidate exhibits respect and consideration toward colleagues, supports colleagues’ work and contributes an equal share to team efforts. The teacher candidate encourages and initiates interaction with families and community members and makes him/herself available to those constituencies when and where appropriate.
The standard is met if the student teacher consistently models appropriate decorum, relates personally to all students and their families and establishes a safe, orderly and democratically-based classroom in which high expectations for student engagement and learning are consistently demonstrated.

**Standard Two: Student as Learner**

In what ways does the student teacher:

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

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

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

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

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

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

**Standard Three: Planning**

In what ways does the student teacher:

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

Teachers create instructional opportunities that reflect an understanding of how children learn and develop. (RIPTS #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. (RIPTS #4)

Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. (RIPTS #8)
Meeting Standard Three at the End of SummerPrep:
The teacher candidate’s lesson plans are carefully written and detailed, noting primary content and skills objectives linked to appropriate standards for the content area. Lesson plans list materials, preparation required, key vocabulary and step by step classroom procedures for activities. The teacher candidate estimates time needed to teach the lesson with increasing accuracy and predicts how students will respond to questions and instructions. S/he begins noting expected variations, in the lesson plan, from diverse or special needs learners where appropriate. Lessons exhibit clearly focused assessable objectives, sensible connections from previous lessons as well as throughout the range of actions/activities planned for a single lesson, and by the end of SummerPrep are designed to promote students’ active construction of knowledge – student as worker, not teacher as teller. The teacher candidate takes time to explain lesson objectives to students and, using a variety of strategies including demonstration and modeling, checks that students are clear about what they are doing and why they are doing it. The teacher candidate reflects briefly, in writing, on each lesson taught.

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

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

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

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

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

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

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

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

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

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

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

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

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

**Standard Five: Assessment**

In what ways does the student teacher:

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

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

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

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

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

Standard Six: Professional Knowledge and Growth

A. Professional Dispositions
The preparation of a teacher, leading to a Masters of Arts in Teaching degree and certification requires the assimilation, integration and application of complex knowledge and skills along with development of appropriate professional, behavioral, and social dispositions needed to become both an independent and collaborative teacher in any public or independent school in the State of Rhode Island. As such, BPBS 6A delineates essential attributes, which refer to refer to the intellectual, communication, social, emotional, behavioral and attitudinal aspects of the performance of a teacher, all necessary for successful completion of earning a Brown MAT degree and advancing on to successful teaching.

In what ways does the student teacher:
1. demonstrate ability to master, assimilate and apply complex information in the form of lectures, small group work, written materials, and other applicable teaching formats?
2. communicate effectively in written and oral English concepts, assignments, evaluations, and expectations with members of the learning community such as faculty, students, parents, and staff?
3. possess emotional stability and persistence required for full utilization of intellectual abilities?
4. have the stamina to work a teacher’s contracted day and perform extended additional duties of a classroom teacher such as parent conferences, Open Houses and other school related activities?
5. organize time and materials, prioritize tasks, perform and supervise several tasks at once, and adapt to changing situations in order to develop skills to assess and attend to the needs of all his/her students?
6. act in a professional manner that demonstrates integrity, responsibility, tolerance and respect for self and others? Treat all with compassion, dignity, and respect? Work collaboratively with other students, school and university faculty, parents and the school community?
7. 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, workshops, courses and
other educational activities that support his/her development as a teacher?
8. adhere to the Brown Teacher Education Program Acceptable Use of Technology policy, NEA Code of Ethics, and Brown Code of Professional Conduct?

B. Critically Reflective Practice
In what ways does the student teacher:
1. reflect thoughtfully on his/her teaching experience, solicit feedback, and accept criticism to improve 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. actively seek to value, understand and incorporate knowledge of backgrounds and cultures of the students that may be different from his/her own?
4. explore new instructional strategies and takes risks in trying new teaching approaches and is 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?

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

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

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

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

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

In what ways does the student teacher:

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

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

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

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

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

This standard is met if the teacher candidate demonstrates a high level of comfort and precision in presenting and explaining concepts in all the elementary disciplines.