Mission Statement

The Brown MAT program aims to prepare critical, impactful, and reflexive secondary teachers who demonstrate excellence in both their academic discipline and the multifaceted field of education. It aims to produce teachers with deep understanding of the social contexts of education and how they affect students, families, communities, and schools. It seeks to cultivate skills and commitments in pre-service teachers to improve student learning outcomes and promote equity in education. Graduates will be prepared to approach the teaching of students in diverse communities with empathy and cultural competence based in critical reflection that strives to continuously improve their own practice.

Education Department
Providence, Rhode Island
# Table of Contents

## Calendar | 2018-2019
- Summer Semester 4
- Fall Semester 4
- Winter Break 5
- Spring Semester 5

## Introduction 7

## The Brown MAT Program 8
- Schedule 8
- Requirements for Admission: MAT 9
- Course of Study: MAT 10
- Program Course Credits: MAT 12

## Certification 13
- Transcript Requirements 14
- Certification Process 15

## The MAT Year 17
- Summer Practicum 17
- Yearlong School Placement (Fall Practicum and Student Teaching) 19
- Schedule 19
- Placements 20
- Field Sites 21
- Coursework During the Fall Semester 22
- Coursework During the Spring Semester 22
- Guidelines for Student Teachers 23
  - The First Days 23
  - Planning 25
  - Observations 25
  - Supervision and Evaluation 26
  - Mid-term Self-Assessment and Conference 27
  - Conclusion of Student Teaching Semester 27
  - Digital Collections 28
- Professional Seminars 28
- Professional Development Conferences 29
- The Mentor Teacher 29
  - Qualifications of the Mentor Teacher 29
  - Expectations of the Mentor Teacher: 30

## Capstone 31
- Components 31

## Electronic Portfolio Guidelines 32
- Descriptions of Entries 34
Electronic Portfolio: Summer 34
Electronic Portfolio: Student Teaching Semester 37

Appendices 38
# Calendar | 2018-2019

## Summer Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18</td>
<td>MAT Orientation – Beginning of Teacher Education Program</td>
</tr>
<tr>
<td>June 21</td>
<td>MAT and UEP Joint Orientation and BBQ</td>
</tr>
<tr>
<td>July 2-27</td>
<td>Brown Summer High School</td>
</tr>
<tr>
<td>July 30 - August 3</td>
<td>Summer Reading Period/Final Work Week</td>
</tr>
<tr>
<td>August 3</td>
<td>Summer Work due</td>
</tr>
</tbody>
</table>

## Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>Graduate School Orientation</td>
</tr>
<tr>
<td>August 31</td>
<td>Deadline for submitting completed transcript analysis form to your faculty director and the assistant director</td>
</tr>
<tr>
<td>First day of school</td>
<td>Fall Practicum Begins</td>
</tr>
<tr>
<td></td>
<td>This varies from school to school (check with your mentor teacher)</td>
</tr>
<tr>
<td>September 5</td>
<td>Semester I classes begin at Brown University</td>
</tr>
<tr>
<td>September 18</td>
<td>Last day to add a course without a fee (5pm deadline)</td>
</tr>
<tr>
<td>October 2</td>
<td>Last day to add a course or change a grade option declaration (5pm deadline)</td>
</tr>
<tr>
<td>October 8</td>
<td>Indigenous Peoples’ Day (no University exercises)</td>
</tr>
<tr>
<td>October 12</td>
<td>Career Workshop</td>
</tr>
<tr>
<td>October 15-26</td>
<td>Mid-semester Conferences</td>
</tr>
</tbody>
</table>
- **November 6-13**: Registration for Semester II
- **November 21-25**: Thanksgiving Recess begins Wednesday at noon
- **December 7**: Last day of Fall Practicum
- **December 8-12**: Brown Reading Period
- **December 12**: Brown classes end for courses not observing Reading Period
  - Last day to drop a course or to file for an incomplete
- **December 13-21**: Brown Final Examination Period

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**Winter Break**

- **December 22 - January 22**: To be eligible for state licensure, you must take and pass the Praxis exams listed in the handbook. They are due to the Certification Officer no later than March 1st. It is recommended that you complete the required exams by the end of this period. If the score attained does not meet the state required passing score, taking the exams at this time allows the opportunity for the exams to be attempted again and for the department to provide additional supports before the second attempt. If you have any questions or concerns about the Praxis exams at any time, please contact your faculty director and/or Diane Silva Pimentel.

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**Spring Semester**

- **January 14-23**: Spring Student Teaching begins
  - Date depends on your placement; more details will be available once your placement is determined
- **January 23**: Semester II classes begin at Brown
- **February 1**: Career Workshop
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5</td>
<td>Last day to add a course without a fee</td>
</tr>
<tr>
<td>February 20</td>
<td>Last day to add a course or change a grade option declaration</td>
</tr>
<tr>
<td>March 1</td>
<td>Deadline to submit Praxis II scores</td>
</tr>
<tr>
<td>March 11-22</td>
<td>Mid-semester Conferences</td>
</tr>
<tr>
<td>March 23-31</td>
<td>Brown Spring Recess</td>
</tr>
<tr>
<td>April 3</td>
<td>Secondary Certification Meeting (during Analysis class)</td>
</tr>
<tr>
<td>May 3</td>
<td>Approximate last day of Student Teaching (must complete at least 60 days)</td>
</tr>
<tr>
<td>May 7</td>
<td>Brown classes end for courses not observing Reading Period</td>
</tr>
<tr>
<td></td>
<td>Last day to drop a course or to file for an incomplete</td>
</tr>
<tr>
<td>May 8-17</td>
<td>Brown Final Examination Period</td>
</tr>
<tr>
<td>May 13</td>
<td>Capstone Presentations and Graduation Dinner</td>
</tr>
<tr>
<td>May 26</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

* Please consult your course syllabus to determine your class schedule during the February, March and April vacations.
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 2017.

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 provide necessary information to candidates seeking teacher certification in Secondary Education in the Brown University Master of Arts in Teaching (MAT) program. In particular, it addresses the course schedule and field-based experiences of the MAT program. It also presents the Rhode Island Professional Teaching Standards (RIPTS) and the Danielson Framework for Teaching (FFT). These standards are measures by which candidates will be evaluated on their professional development over the course of 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 excellent teachers has never been greater. We believe teaching is intellectually challenging work that enhances knowledge and human sensitivity. It is work that can subtly but surely make a mark on the world. By bringing high expectations, strong academic preparation, and a caring and collaborative focus to all of the children they teach, MAT graduates pursue leadership opportunities in the classroom and beyond. As teachers, educational researchers, school leaders, and community advocates, they influence reform in our nation’s schools.
The Brown MAT Program

The secondary program in English, history/social studies, or science (biology, chemistry, physics/engineering), MAT candidates consists of three distinct, yet interconnected, semesters. Candidates begin the MAT year by teaching at Brown Summer High School, followed by a predominantly academic semester which includes a practicum experience, and concludes with a full-time student teaching semester. Throughout the year, there is a consistent focus on the integration of theory and practice. MATs are coached in their efforts to transform subject matter into exciting and innovative curricula by Brown Teacher Education faculty. These faculty are both scholars within their discipline and experienced secondary school teachers who maintain an active relationship with the school community. The secondary program emphasizes standards-based and assessment-driven instruction, culturally relevant teaching, and a belief in high expectations for all students.

To move from one stage of the program to the next, candidates must make progress in meeting the Rhode Island Professional Teaching Standards (RIPTS) as evaluated by the Danielson Framework for Teaching Rubrics. Progress is assessed regularly through the means described in each section of the handbook. If it is determined that a candidate is having difficulty making progress, s/he is referred to the Teacher Education Graduate Committee. This committee then decides the conditions under which the candidate may continue in the program. In the case of non-satisfactory performance to the degree expected on the Professional Teaching Standards at the end of a semester, a candidate may be dismissed from the program. In order to be recommended for certification, candidates must fulfill all degree requirements for the Master of Arts in Teaching Program at Brown University.

Schedule

The design of the program makes it necessary for all candidates to begin the program in June and complete the 12-month sequence. The 2018 summer session runs from June 18 - August 3. The Brown academic year begins on September 5, 2018, however, candidates will begin the Fall semester in accordance with their school placement calendar. The start date of student teaching in the Spring semester will be chosen in consultation with your faculty director and your mentor. Student teaching is expected to begin sometime in mid-January. The Brown Commencement is Sunday, May 26, 2019.

In the case of extenuating medical or personal circumstances at any point during the program, please contact the Associate Dean of Student Support at the Graduate School at 863-2600.
Requirements for Admission: MAT

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

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

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

4. **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.

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

6. **Deadline for Application:** Completed applications must be received by the Graduate School by January 15. The GRE is required of all MAT applicants, with the exception of Brown University 5th-year applicants.

7. **Tuition and Financial Aid:** Tuition for the 2018-2019 academic year is $54,320. MATs are eligible for financial aid in the form of tuition support. Financial aid is awarded on the basis of merit and financial
need. In addition, students may be eligible to borrow funds through the Federal Direct Student Loan Program depending on financial need. Consideration for need-based federal aid (Federal Direct Loans and Federal Work-Study) is based on status as a U.S. citizen or permanent resident of the U.S. and is determined by completing the Free Application for Federal Student Aid (FAFSA): [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Candidates applying for financial aid must complete a FAFSA and the Brown University Supplemental Financial Aid Application. Forms and detailed information can be found at: [www.financialaid.brown.edu](http://www.financialaid.brown.edu).

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

**Course of Study: MAT**

The Graduate School at Brown offers a 12-month (summer plus academic year) MAT program to prepare college graduates for careers as secondary school teachers of English, history/social studies, or science. The program consists of three courses taken in, or directly related to, the student’s teaching field (e.g. English, history/social studies, or science) and five courses taken in education, including the summer practicum and academic-year student teaching. Graduate transfer credit from other institutions is limited.
MAT in Secondary Education

SUMMER
- Coursework
- EDUC 2060 Methods of Teaching
- EDUC 2090 Literacy Across the Curriculum
- BSHS Summer Practicum
- 4 Weeks of Teaching
- Daily Debrief with Mentor

FALL
- Coursework
- EDUC 1450 The Psychology of Teaching and Learning
- EDUC 2080 Analysis of Teaching
- Fall Practicum in School Placement
- 3 Courses Content or Education*

SPRING
- Coursework
- EDUC 2070 Student Teaching
- 12 Weeks of Teaching for 6 Hours/Day
- EDUC 2080 Analysis of Teaching
- 1 Course Content or Education*

*Courses are chosen in consultation with the faculty director.

Workshop Series

Capstone Project
**Program Course Credits: MAT**

A total of eight courses (32 credit hours) is required for the MAT degree. For Brown 5\textsuperscript{th}-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 2060</td>
<td>Methods of Teaching</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Section A: English; Section B: History/SS; Section C: Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 2090</td>
<td>Literacy Across the Curriculum</td>
<td>1 cr.</td>
</tr>
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</table>

### Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
<td>1 cr.</td>
</tr>
<tr>
<td>EDUC 2080</td>
<td>Analysis of Teaching (including Fall Practicum at School Placement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section A: English; Section B: History/SS; Section C: Science</td>
<td></td>
</tr>
</tbody>
</table>

3 Content or Education Courses 3 cr.
Chosen in consultation with faculty director

### Semester II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 2070</td>
<td>Student Teaching</td>
<td>1 cr.</td>
</tr>
<tr>
<td></td>
<td>Section A: English; Section B: History/SS; Section C: Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 2080</td>
<td>Analysis of Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section A: English; Section B: History/SS; Section C: Science</td>
<td></td>
</tr>
</tbody>
</table>

1 Content or Education Course 1 cr.
Chosen in consultation with faculty director

**MAT Course Registration**

All elective courses in the content area and education must be 1000 level or above.

**5th-Year MAT Course Registration**

*Option 1:* If you are transferring in 2 credits from undergraduate coursework, please register for the appropriate course scenario below:
**Scenario A (If you have taken EDUC 1450)**
- Summer - EDUC 2060 Methods and EDUC 2090 Literacy (2 credits)
- Fall - Three courses (3 credits); EDUC 2080A (non-credit)
- Spring - EDUC 2070 Student Teaching (1 credit); EDUC 2080 (non-credit)

**Scenario B (If you haven’t taken EDUC 1450)**
- Summer - EDUC 2060 Methods and EDUC 2090 Literacy (2 credits)
- Fall - Two courses (2 credits); EDUC 1450 Psychology of Teaching and Learning (1 credit); EDUC 2080A (non-credit)
- Spring - EDUC 2070A Student Teaching (1 credit); EDUC 2080A (non-credit)

Each scenario adds up to a total of 6 credits. Please note, however, regardless of the scenario that fits your course of study, you will still be billed for 2 fall courses and 2 spring courses. If you were to try and take an extra course in the fall, you will be billed for the extra course.

**Option 2:** If you are transferring in 1 credit from undergraduate coursework, please register for the appropriate course scenario below:

**Scenario A (If you have taken EDUC 1450)**
- Summer - EDUC 2060A Methods and EDUC 2090 Literacy (2 credits)
- Fall - Four courses (4 credits); EDUC 2080A (non-credit)
- Spring - EDUC 2070A Student Teaching (1 credit); EDUC 2080A (non-credit)

**Scenario B (If you haven’t taken EDUC 1450)**
- Summer - EDUC 2060A Methods and EDUC 2090 Literacy (2 credits)
- Fall - EDUC 1450 Psychology of Teaching and Learning (1 credit); Three courses (3 credits); EDUC 2080A (non-credit)
- Spring - EDUC 2070 Student Teaching (1 credit); EDUC 2080A (non-credit)

Your total credits will be 7.

**Certification**

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

Students must submit a completed transcript analysis form to the director of their program and the assistant director before September. Please click on the link below to access a transcript requirement form for your discipline.

Transcript Requirements for English:

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

- Theories of writing or theories of teaching writing
- Critical theory
- Literature of the western canon, including Chaucer, Shakespeare, and the English Romantic poets
- American literature
- American ethnic literature
- Modern and contemporary literature
- Literature in translation or world literature
- Poetry
- Drama
- Linguistics, focusing on the structure of language and social influences on language development and use
- Media studies

Transcript Requirements for History/Social Studies:

Students must plan to complete a minimum of **9 courses (or 36 units) in history and social studies** in at least two different social science fields.

**Six courses in history** must be distributed among the following:

- American history
- Western civilization
- Non-Western civilization
- European history

**Three courses in the social sciences** disciplines may include coursework in:

- Anthropology
- Economics
- Geography
- Political science
- Sociology
Transcript Requirements for Biology:
Students must plan to complete a minimum of **8 courses (or 30 units) in biology**, which should include work in the following:

- Botany
- Zoology
- Physiology
- Genetics
- Ecology

Transcript Requirements for Chemistry:
Students must plan to complete a minimum of **eight (8) courses in chemistry**, which should include work in the following:

- Organic chemistry
- Inorganic chemistry
- Analytical chemistry
- Physical chemistry
- Biochemistry

Transcript Requirements for Physics/Engineering:
Candidates must plan to complete a minimum of **8 (or 30 units) courses**, which should include the work in the following areas:

- Mechanics
- Electricity and Magnetism
- Optics
- Properties of Matter
- Thermodynamics

Certification Process
Upon successful completion of all components of the 12-month Teacher Education program, MAT candidates receive a Master of Arts in Teaching degree. These components include all required subject and education related coursework, at least 60 hours of field experience before student teaching in Brown Summer High School, at least 30 hours in a practicum in his/her school placement in the Fall semester, 12 weeks of student teaching, the capstone project, and two electronic portfolios. 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. Please note that several states require additional testing such as Massachusetts, New York, and California. More information is available in the Certification Google folder and will be provided at certification meetings. It is the candidate’s responsibility to inform him/herself of current certification guidelines in other states.

Brown’s Certification Officer will hold certification meetings during the course of the year 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. See www.ets.org/praxis for registration information. Test dates are generally posted during the summer months. You can apply for a fee waiver through ETS (do this RIGHT AWAY!): https://www.ets.org/praxis/about/fees/fee_waivers/. If you are requesting a fee waiver for the PLT and your subject area test, you must take the exams during two different testing periods.

   a. Principles of Learning & Teaching 7-12 (#5624)
      Passing Score = 157

   b. Praxis II Subject Assessment tests
      English: English Language Arts Content and Analysis (#5039) Passing Score = 168

      Social Studies: Social Studies: Content Knowledge (#5081) Passing Score = 162

      Science:
      i. Biology: Content Knowledge (#5235) Passing Score = 157
      ii. Chemistry: Content Knowledge (#5245) Passing Score = 156
      iii. Physics: Content Knowledge (#5265) Passing Score = 146

2. Send scores to Brown (RA3094) AND the RI Department of Education (R8077).

3. Once the Certification Officer recommends you for certification following completion of the program
in May, you will receive an email prompting you to complete the certification process and pay any necessary fees ($100 per certification area).

The MAT Year

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

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

- Performance that meets standard on the Brown University Adapted Danielson Framework for Teaching (FFT) Cluster Rubrics. In order to successfully move onto the next segment, the candidate must achieve at least basic in all clusters. If during the summer experience, a candidate receives a score of unsatisfactory on any cluster on any evaluation, the candidate will have a conference with his/her faculty director and the program director to discuss a learning improvement plan.
- The key benchmarks for acceptable progress in the program are as follows:
  - By the midterm of BSHS, the candidate must meet proficiency in Cluster 6 and have no clusters evaluated as unsatisfactory.
  - By the end of BSHS, the candidate must meet proficiency in Clusters, 2, 3, and 6 and have no clusters evaluated as unsatisfactory.
- Students will not be qualified to advance to the next semester of the program if any cluster is evaluated as being at the unsatisfactory level as a teacher at BSHS and as a colleague on his/her teaching team. The candidate must also attain the level of proficiency in Clusters 2, 3, and 6. Candidates are regularly observed and assessed by the mentor teacher and the faculty director. At the conclusion of BSHS, both candidates and mentors prepare a written assessment of the candidate’s accomplishments based on the FFT, outline goals for the future and ascertain whether or not the candidate is prepared to advance. The faculty director prepares summary notes and refines goals for the academic year based on a review of the summer experience. Success is measured by the candidate’s
achievement in each of the FFT components. (See the “Proficient” section of the detailed performance rubrics). In the case that a candidate does not successfully meet performance competency requirements, an incomplete (INC) will be assigned to EDUC 2060, a letter of warning will be issued, and the candidate will be referred to the Teacher Education Graduate Committee. This committee is composed of the Director of the Teacher Education Program, a teacher education faculty member who is not a direct supervisor of the candidate’s teaching, and a tenured or tenure-track faculty member in the Department of Education. The committee decides whether the candidate will be allowed to continue in the program and, if so, the committee will outline the conditions under which the candidate may continue in the program. The Graduate School will also be notified of the case.

- Satisfactory attendance and participation in all EDUC 2060 and EDUC 2090 activities and completion of all assignments. Assignments are carried out slightly differently in each of the three content areas. Each candidate should see the course syllabus for a full description of assignments.

**Attendance and Participation**

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

- **A curriculum unit plan** prepared jointly by the candidate and his/her team.
- **Daily reflections** and **required standards-based reflections**.
- **A written self-assessment** based on the Framework for Teaching Clusters (written at the completion of BSHS).
- **Individual BSHS Google Doc Folder**, which includes:
  - Lesson plans
  - Daily reflections
  - Handouts
  - Samples of student work
  - Resources used to prepare the unit
  - Copies of mentor teacher observations
  - Daily student assessment records
○ End of summer student reports/narratives
○ Write-ups of two BSHS observations (in different disciplines)
○ Completed Readiness to Student Teach checklist

● **At least two 45 minute observations** of other BSHS classes where there is active learning taking place.

● **An electronic portfolio** on Digication documenting the candidate’s accomplishments during this first practicum.

## Yearlong School Placement (Fall Practicum and Student Teaching)

The yearlong school placement that includes a fall practicum and student teaching is the heart of the Brown Teacher Education Program, the hub around which other courses and experiences revolve. Throughout the year, you will have the opportunity to integrate academic and education courses and to transform subject matter knowledge into effective classroom activities. The candidates will begin the year at his/her placement focusing on getting to know the students, understanding the context of the school, making observations, and taking on a apprentice role. During the spring semester, s/he spends the entire school day working closely with a mentor teacher and taking responsibility for two classes in his/her subject area.

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

This section of the handbook addresses issues of concern to student teachers. It also presents the Danielson Framework for Teaching (FfT) and the Brown University- Adapted Danielson FfT Cluster Rubrics. The standards are a measure by which candidates will judge their professional development over the course of student teaching.

See [Danielson Fft](#)

## Schedule

The yearlong placement begins at the end of August when teachers are required to participate in professional development in preparation for the year. Candidates will complete at least 30 hours of fieldwork time at their school placement in the Fall Practicum which should include at least one weekly visit to his/her mentor’s classroom. Specific assignments to guide the practicum experience will be assigned in the Fall academic courses.
Student teaching starts at the beginning of the school’s spring semester and continues for at least 60 days in order to fulfill certification requirements. For the most part, student teachers follow the school’s vacation calendar and not the University calendar. If student teachers must be absent from school, they must inform their faculty director, mentor teacher and other appropriate school personnel and provide substitute lesson plans. Unforeseen absences should only occur in the case of illness or family emergency. Planned absences (e.g., a professional development day, a job interview, or a religious holiday) need to be discussed with the mentor teacher and the candidate’s director as far in advance as possible.

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

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

**Placements**

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

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

Schools that the Brown secondary program has worked with in recent years include, but are not limited to:

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

Field Sites

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

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

Criteria for Evaluating Current Field Sites and Selecting Additional Field Sites

Field sites are selected where:

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

During the academic semester, candidates must enroll in:

- 3 content and/or education courses (chosen in consultation with your faculty director)
- The Psychology of Teaching and Learning (EDUC 1450)
- Analysis of Teaching Seminar with Fall Practicum (EDUC 2080)

Analysis of Teaching Seminar with Fall Practicum

An integral part of the MAT year is the weekly seminar, Analysis of Teaching, taught by Brown Teacher Education faculty. This course refines the concepts covered in the summer methods classes and gives candidates an opportunity to read, present and reflect on their practicum experience with fellow MATs.

Goals of the Fall Practicum:

- Learn about school context and who the students and community are
- How school context and learning about students inform planning curriculum
- Interact with colleagues at your school site
- Form relationships with students
- Assist in the classroom

Coursework During the Spring Semester

During the student teaching semester, candidates must enroll in:

- Student Teaching (EDUC 2070)
- Analysis of Teaching Seminar (EDUC 2080)
- One additional Brown academic course

Analysis of Teaching Seminar with Student Teaching

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

Attendance and Participation

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

Requirements of the Student Teacher:

- Student teaching Google Doc Collection
- A minimum of 10 weekly reflections
- Midterm self-assessment
- Capstone Project
- Electronic portfolio
- 60 observations of other teachers
- 2 professional development days arranged and scheduled with your faculty director

Mechanisms for Evaluating Student Teaching:

- At least 3 formal observations from faculty or supervisory staff
- 5 weekly observations done by mentor teacher over the course of the semester
- Written feedback from both faculty director and mentor teacher
- Fft cluster rubric from the faculty director and mentor teacher
- Standards-based evaluation completed by mentor teacher at end of semester

Guidelines for Student Teachers

The First Days

Student teachers begin their student teaching in January. It is important to cultivate an open relationship and to feel free to discuss questions and concerns. Some questions to discuss with your mentor before beginning are: How much professional autonomy should a student teacher have? How closely must the student teacher follow a set agenda? How much freedom does the student teacher have to use new materials and to try innovative teaching methods? Mutual respect and flexibility are needed as the student teacher and mentor teacher both work towards setting parameters for the student teaching experience.

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

It is important to familiarize yourself with each school site’s policies, including those concerning audio-visual equipment and photocopying, and where supplies and equipment are located. Ask your mentor teacher to introduce you to the principal, vice-principal(s), and other staff members.

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

- Exactly what subjects will you be teaching?
- Will there be any field trips or special events such as guest speakers?
- What are the school policies regarding student conduct within the classroom and the building, and what are the procedures regarding safety (fire drills), discipline, family communication, grading, homework and progress reports?
- Some schools have handbooks outlining policies that your mentor teacher or school administrators should be willing to locate.
- General information that everyone needs to know includes: school holidays, teacher sign in/sign out times, the dates of early release days, and whom to contact in case of illness.
- The student teacher should let his/her mentor teacher know his/her Brown class schedule, home phone number, and about any commitments that might interfere with and/or influence student teaching.
- It is also important to decide what is considered suitable attire for teachers at the school. It is essential to project the demeanor of a beginning professional through dress, language and behavior. Err on the side of professionalism.

**Helpful Information for Getting to Know the School Site:**

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

**Important People at the School Site:**

- Principal and other administrators
- Librarian
- Technology Coordinator
- Nurse
School and Classroom Policy Information to Know:
  - Excused/unexcused absences
  - Tardies
  - Honor code/plagiarism
  - Behavioral/ethical codes and standards
  - Hallway/lunchroom/bathroom/nurse policies
  - Emergency policies and procedures

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

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

See Lesson Plan Template

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

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

See **Observation Log**

Observations are an essential, interesting and worthwhile component of the student teaching experience. Suggested observations: other teachers in the student teacher’s discipline, your students’ other classes, other MAT candidates, special education classes, ESL classes, bilingual education classes, gym, art, music, computer labs, library lessons, or the school nurse. Observations can take the form of recess duty, lunch duty, or hall duty with an administrator, chats with custodians and security guards, or school assemblies, plays and sports.

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

**Supervision and Evaluation**

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

During student teaching, student teachers are observed regularly by their mentor teacher and faculty director. Observations by mentor teachers are followed by a feedback session with the student teacher. The student teacher will also receive written feedback from their mentor teacher on a Comment form based on the FfT. Mentor teachers submit a minimum of three written evaluations over the course of the term to both the student teacher and the student teacher’s faculty director. Mentor teachers and faculty directors will also use the FfT Rubric to evaluate student teachers twice per semester.

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

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

**Mid-term Self-Assessment and Conference**

Halfway through the student teaching semester, student teachers write a self-assessment of their teaching practice and submit it to both their faculty director and mentor teacher. This assessment should include specific examples that show candidate’s progress toward meeting proficiency on the FFT clusters. For each cluster, the student teacher will highlight areas of strength and weakness, using lessons and student work as evidence. The self-assessment gives student teachers a chance to reflect on their teaching practice so far, and to highlight areas in their practice to strengthen and/or improve upon in the second half of the semester. In order to be considered as achieving acceptable progress in the program, no cluster evaluation by the faculty director or mentor teacher may be at the unsatisfactory level.

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

All candidates who are experiencing difficulty in student teaching up until this point will have a clear idea by the middle of student teaching regarding the specific elements of the clusters that they must work toward in order to be recommended for a teaching credential. If candidates experience difficulty in student teaching following the mid-term assessment they will be issued a letter of warning. All candidates in difficulty will also have their cases reviewed by the Teacher Education Graduate Committee, a committee composed of the Director of the Teacher Education Program, a teacher education faculty member who is not a direct supervisor of the candidate’s teaching, and a tenured or tenure-track faculty member in the Department of Education. The Graduate School will also be notified of the case.

**Conclusion of Student Teaching Semester**

At the conclusion of the semester, the mentor teacher prepares a narrative evaluation of the candidate’s teaching experience. The candidate submits an electronic portfolio that represents his/her work over the course of the program. S/he also presents to peers, mentor teachers and program faculty the results of a
Capstone Project.

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

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

**Digital Collections**

During both the summer and the student teaching semester, you will keep track of your teaching materials in a digital binder based upon your faculty director’s requirements. These binders will document your learning about your teaching, as well as your students' learning in your class. You will share/provide your digital collection to your mentor and faculty director at each observation. Each digital collection should include:

- All lesson plans
- Unit plans
- Handouts and resources used for lessons
- Your daily lesson reflections after teaching
- Copies of written mentor feedback
- Your list of classroom observations
- Copies of student work or scans of student work that are readable on a computer or a projection screen.

**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 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. During the year, there will be two required sessions. Please consult the Teacher Education Canvas Course for those dates.

**Professional Development Conferences**

The program will reimburse each MAT up to $100 for expenses related to attendance at a professional conference or workshop (i.e., registration fees, travel) during your MAT year.

Please visit this [list of recommended conferences and workshops](#), however, you are not limited to the professional development opportunities listed here. As more events come to our attention, they will be added to this list.

Once you have attended the conference or workshop and are ready to be reimbursed, please follow these guidelines:

- Submit all receipts along with confirmation of your registration to Annemarie_Kennedy@brown.edu or put them in her mailbox.
- If you drop off your receipts in person, be sure they are labeled with your name.
- Submit receipts within two weeks of the conference date.

**The Mentor Teacher**

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

**Qualifications of the Mentor Teacher**

All mentors must be highly qualified teachers who are certified within the appropriate age group and discipline. Mentors must have a minimum of three years of experience. The program requests nominations from principals, department chairs and teachers so that the best teachers are role models for student teachers. In particular, teachers who have a strong impact on student achievement are chosen as mentors for the program.
Mentors must submit their Professional Services Agreement, final evaluation of their student teacher, and survey by the end of December and the end of May in order to receive their stipend for the semester.

The mentor teacher provides candidates with “real life” classroom experiences that increase candidate's knowledge of secondary classroom instruction, management, and organization and allow them to “practice” newly learned skills in a supportive environment. Mentor teachers have a dual responsibility. They work to help candidates become successful and reflective teachers, but they also retain responsibility to ensure that their students are provided with satisfactory learning experiences with a student teacher.

Mentor teachers use the Framework for Teaching Rubric for providing feedback to student teachers. The components of this practice-based framework describes various classroom practices that candidates will work towards achieving. This framework is aligned with the Rhode Island Professional Teaching Standards (RIPTS) to ensure that candidates meet state teacher certification requirements.

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

**Expectations of the Mentor Teacher:**

- The mentor teacher accepts the student teacher as a professional and conveys this acceptance to the class s/he is to teach. S/he acquaints the student teacher with school personnel, policies, regulations, facilities, and calendar. S/he provides a model of teaching for the student teacher to observe and adapt to his/her own use.
- The mentor teacher collects detailed lesson plans for every lesson taught by the student teacher. The mentor teacher reviews lesson plans with the student teacher at least 24 hours prior to each lesson presentation. The mentor teacher checks the student teacher’s lesson plans, tests and other evaluative material. Although the mentor teacher gradually encourages increasing amounts of independence, the ultimate responsibility for the students’ learning rests with the mentor teacher.
- The mentor teacher assists the student teacher in developing techniques for evaluating and grading student work.
- The mentor teacher aids the student teacher in acquiring and utilizing available instructional materials.
- Initially, the mentor teacher observes the student teacher several times a week. Once the semester is underway, the mentor teacher observes each class at least once a week. These observations are followed by a conference in which the mentor teacher provides written feedback on observation
forms based on Brown's Practice-Based Standards. This feedback is submitted to the candidate and the faculty director.

- If the mentor teacher is absent, the student teacher may not teach or take over his/her class unless a substitute teacher is available.
- The mentor teacher participates in a conference with the candidate and the faculty director to assess the candidate’s progress and to outline future goals.
- The mentor teacher prepares a written narrative or bulleted standards-based evaluation at the conclusion of the student teaching experience. All evaluations are based on the FFT. These evaluations are shared with the student teacher during a conference. In the final evaluation, the mentor teacher must indicate whether or not s/he recommends the student teacher for certification. Copies of the evaluations are kept in the candidate’s file at Brown. Mentors must submit their evaluations by the specified date in order to receive their stipend.
- The mentor teacher completes a survey that provides feedback to the program at the conclusion of each semester (mentors who host student teachers in both the fall and spring semesters only need to fill out the survey once).

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

*See Brown University Adapted Danielson Framework for Teaching (FFT) Cluster Rubrics and Mentor Teacher Comment Form (FFT Clusters)*

**Capstone**

A key component in your development as an effective teacher is your exploration of your own beginning teaching practice. A Capstone Project is an application of the theories introduced in your courses. In carrying out your project, you will investigate your teaching experience as a means of improving classroom practice and student learning. This project is a long-term inquiry project that culminates in a round-table presentation. You will select a standard and teaching practice that directly applies to your classroom and community context, investigate what others have learned about this teaching practice, create a unit of instruction, develop diagnostic, formative, and summative assessments, and reflect on student learning. This project directly aligns with the RIPTS.
Components

Summer

- Philosophy of Teaching (RIPTS #10)
- Reflective Teaching Presentation: Connection to Standards, Lesson Description, Student work (RIPTS #2, 3, 4, 5, 6, 8, 9)

  - What does this say about who I am as a teacher?
  - What did my students learn?
  - How would I change the lesson to improve it?

Fall

- Autoethnography (EDUC 1450 and Analysis) (RIPTS #10)
- Contextualizing Learners and Learning (RIPTS #1, 7)

  - Shadow a Student
  - Classroom Characteristics
  - School and District Characteristics/Resources
  - Family and Community Contexts

Spring

- Reflective Annotated Bibliography (RIPTS #10)

  - Unit of Instruction: Planning, Instruction, Assessment, Reflection (RIPTS #2, 3, 4, 5, 6, 8, 9)

May

- Culminating Capstone Conference (RIPTS #10, 11)

Electronic Portfolio Guidelines

A major component of the Teacher Education Program is the preparation of a 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 your developing knowledge and practice of the craft of teaching. Moreover, it is intended to display evidence that you have mastered the objectives and guidelines set forth by the Rhode Island Professional Teaching Standard and the Danielson Framework for Teaching. You must do your digital portfolio on Digication. There will be no individual exceptions to this policy.

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

The six cluster areas for the portfolio are:

- **Cluster 1: Clarity of Instructional Purpose and Accuracy of Content**
- **Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment**
- **Cluster 3: Classroom Management**
- **Cluster 4: Student Intellectual Engagement**
- **Cluster 5: Successful Learning By All Students**
- **Cluster 6: Professionalism**

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

Your commentary must be concise, but thorough, and demonstrate thoughtful analysis and interpretation. Be selective in collecting examples of your teaching experiences, choosing those that reflect your development as a novice teacher. Being selective doesn’t mean constructing a biased picture of one’s Brown Summer High School and student teaching performance, but rather providing a fair and generous representation of it. You may consider a variety of different types of artifacts and documentary evidence in your portfolio. The portfolio is intended to reveal a process of genuine adjustments and growth – therefore, the occasional “flop” is worthy material for a formative portfolio. While it is required that you use student work as artifacts in your portfolio, it is central that all student work that you use be completely and totally readable. Examine your scans carefully before returning student work. The high speed, high-resolution scanners on campus and student work that is in pen or typed is recommended for readable scans that will enable faculty and prospective employers to read and view your portfolio.

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

Your portfolio is a statement of who you are as a teacher, and more importantly, the teacher you are striving to become. You will want it to reflect competent organizational skills. Effort should be made to make it coherent and comprehensible. The emphasis of the evaluation will be on the quality of its content and the completeness of the portfolio in providing a comprehensive view of the required elements of your teaching practice and progress toward FFT cluster proficiency.

Keeping a portfolio is a process of continually reflecting on your teaching. Seeking collaboration and input on your portfolio from your colleagues is encouraged. You are urged to consult with your faculty director, your BSHS mentor, your mentor teacher, other experienced teachers and other student teachers as you derive meaning out of your teaching experiences. Interaction with peers in education is a crucial aspect of your professional development. In summary, the purpose of the portfolio is to provide evidence of satisfactory progress toward meeting each of the FFT cluster components.

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

**Descriptions of Entries**

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

**Artifact:** Artifacts are either pieces of work you have done (lesson plans, activities, tests, rubrics, sets of instructions, etc.) or pieces of work that your students have done. Artifacts are not simply illustrations or photographs or scans unless they show a substantive piece of student work that you can reflect on deeply.

**Reflection:** Each artifact, not each standard, has a reflection that is your explanation of how the artifact(s) demonstrate your meeting the standard. They should be between 200 and 400 words. Your portfolio must include the following entries. A description of each type of entry is provided below.
Electronic Portfolio: Summer

Introductory Materials

- Introduction
- Philosophy of Teaching
- Resume
- Table of Contents

Domain 1: Planning and Preparation

- **Overview:** Review the cluster expectations. Where are you with regard to this cluster? What have you attempted and practiced? What have you learned? What are your goals?
- **4 Artifacts:**
  - Unit plan and summative assessment (required)
  - Literacy Case Study - EDUC 2090 (required)
  - Text Sets - EDUC 2090 (required)
  - Possible artifact
    - Explanation/Graphic Organizer demonstrating interconnectedness among discipline standards (CCSS-ELA, CCSS-Mathematics, NGSS, etc.), the unit, broader learning goals, and/or other disciplines.
    - Plan for technology-based activity you used and how it met an advanced proficiency
    - Written feedback from mentor related to this cluster
- **Reflection:** Reflection on each artifact and how each illustrates ways that you are beginning to approach, approaching, meeting, or exceeding proficiency.

Domain 2: The Classroom Environment

- **Overview:** Review the cluster expectations. Where are you with regard to this cluster? What have you attempted and practiced? What have you learned? What are your goals?
- **3 Artifacts:**
  - Possible Artifacts
    - Self or team-designed letter of introduction to students
    - Collaboratively designed expectations
• Student Questionnaire
• Example of task/student product that demonstrates culturally responsive teaching and/or need for perseverance with challenging content
• Student work displays
• Description of evolution of routines that were developed over the course of BSHS (Protocol for individual work, group work, or whole class instruction

• Reflection: Reflect on each artifact and how each illustrates ways that you are beginning to approach, approaching, meeting, or exceeding proficiency.

Domain 3: Instruction

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

• 3 Artifacts:
  ○ Any assessment you used with four examples of student work and your responses to the work samples. Your responses should be on a rubric and include detailed comments. Avoid using samples with brief phrases as comments such as “good work.” (required)
  ○ A sample of the culminating project/exhibition/paper assignment and at least two samples of student work and a reflection.
  ○ Student self assessment
  ○ Sample of teacher preparation for questioning and examples of student work or transcript of recording of discussion
  ○ Evidence of higher-order cognitive activities/tasks
  ○ Scaffolding that support students in achieving the learning goals
  ○ Interactive DTP; representation of a discussion; etc.

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

Domain 4: Professionalism

Cluster #6: Professionalism

• Overview: Review the cluster. Where are you with regard to this cluster? What have you attempted and practiced? What have you learned? What are your goals?
• 3 Artifacts:
  ■ Reflective Teaching Presentation (required)
  ■ Friends and Family Powerpoint
  ■ Final Narratives without confidential student information
  ■ Excerpts from Mentor Feedback related to Domain 4

• **Reflection**: Reflect on your goals for student teaching, particularly how they illustrate ways that you are beginning to approach, approaching, meeting, or exceeding proficiency.

**Electronic Portfolio: Student Teaching Semester**

More detailed information will be provided at the beginning of the Fall semester that will be included in this handbook as an appendix.
Appendices

- Brown University Adapted Danielson Framework for Teaching (FFT) Cluster Rubrics
  - Cluster 1: Clarity of Instructional Purpose and Accuracy of Content
  - Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment
  - Cluster 3: Classroom Management
  - Cluster 4: Student Intellectual Engagement
  - Cluster 5: Successful Learning By All Students
  - Cluster 6: Professionalism
- Brown University Copyright and Fair Use
- Brown University Teacher Education Program Acceptable Use of Technology Agreement
- Brown University Teacher Education Program Code of Professional Conduct
  - Brown University Academic Code
  - Brown University Student Conduct & Community Standards
  - Brown University Discrimination and Harassment Policy
  - Mandatory Reporting of Child Abuse and Neglect
  - NEA Code of Ethics of the Education Profession
  - Rhode Island Educator Code of Professional Responsibility
  - Rhode Island Professional Teaching Standards
- Graduate Student Resources
- Instructional Observation and Evaluation Guide
- International Society for Technology in Education (ISTE) Standards for Educators
- Lesson Plan Template
- Mentor Teacher Comment Form (FFT Clusters)
- Micro-Teaching Practice Rubric
- Observation Log
- Resources for MAT Candidates
- Rhode Island Professional Teaching Standards
- Student Teaching Attendance
- Transcript Analysis Form: English
- Transcript Analysis Form: History/SS
- Transcript Analysis Form: Biology
- Transcript Analysis Form: Chemistry
- Transcript Analysis Form: Physics
- Unit Plan Template