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

Education Department
Providence, Rhode Island
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Summer Semester

June 22  MAT/UTEP Orientation
June 24  MAT/UTEP and UEP Joint Orientation
July 6-July 29  Brown Summer High School
August 3-7  Summer Reading Period/Final Work Week
August 7  Summer Work due

Fall Semester

First day of school  Fall Student Teaching Begins
Student teachers begin school on the first day with teachers. This varies from
school to school (check with your mentor teacher).

September 4  Graduate School Orientation
September 9  Semester I classes begin at Brown University
September 23  Last day to add a course without a fee (5pm deadline)
October 6  Last day to add a course or change a grade option declaration (5pm deadline)
October 5-19  Mid-semester Conferences
October 12  Fall Weekend Holiday
November 3-10  Registration for Semester II
Nov 25-29  Thanksgiving Recess begins Wednesday at noon
December 4  Approximate Last Day of Student Teaching
December 7-11  
Brown Reading Period

December 11  
Brown classes end for courses not observing Reading Period
Last day to drop a course or to file for an incomplete

December 12-21  
Brown Final Examination Period

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**Spring Semester**

January 27  
Spring Student Teaching begins

January 27  
Semester II classes begin at Brown

February 9  
Last day to add a course without a fee (5pm deadline)

February 20-23  
Long Weekend at Brown

February 15-16  
Providence Public Schools Winter Recess

February 24  
Last day to add a course or change a grade option declaration

March 1  
Deadline to submit hard copy of Praxis II score reports to Dan Bisaccio

March 9-23  
Mid-semester Conferences

March 26-April 3  
Brown Spring Recess

March 28  
Certification Meeting

April 18-22  
Providence Public Schools Vacation

April 29  
Last day of Student Teaching

May 10  
Brown classes end for courses not observing Reading Period
Last day to drop a course or to file for an incomplete
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>May 17</td>
<td>Teacher Research Project Conference Presentations</td>
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<tr>
<td>May 18</td>
<td>Graduation Dinner</td>
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<tr>
<td>May 11-20</td>
<td>Brown Final Examination Period</td>
</tr>
<tr>
<td>May 29</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

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

KENNETH WONG
Ph.D., Chair, The Walter and Leonore Annenberg Professor in Education Policy
Professor of Education, Political Science, and Public Policy
Director of Urban Education Policy Program

MONA ABO-ZENA
Ph.D., Visiting Assistant Professor of Education

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M.S.T., Lecturer, Director of Science Education
and Director of Graduate Study for the MAT Program

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Ph.D., Lecturer, Director of History/Social Studies Education

JOAN GUJARATI
Ed.D., Lecturer, Director of Elementary Education

JIN LI
Ed.D., Associate Professor of Education and Human Development

MARGARY MARTIN
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Ed.D., Professor of Education, Economics and Public Policy
Associate Dean, Graduate School

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M.A.T., Elementary Art Instructor

SUZANNE ELLIOTT
M.S., Science Teacher, The Wheeler School
Elementary

JEANETTE EPSTEIN
Director of Admissions, The Wheeler School
Elementary MAT Program Director of Fieldwork
Adjunct Lecturer, Elementary

PATTY HOULIK
M.A.T., Highlander Charter School
Adjunct Lecturer, Elementary Mathematics

JUDE MASSEUR
M.A.T., Watershed School
Adjunct Lecturer in Education, Secondary History/Social Studies

ERIK SKOGSBERG
M.A.T., Adjunct Lecturer in Education, Secondary

MAUREEN NOSAL
M.Ed., Teacher, The Learning Community
Adjunct Lecturer, Elementary Literacy

**STAFF:**

**CARIN ALGAVA**  
M.A.T., Assistant Director of Teacher Education

**ANN D’ABROSCA**  
M.Ed., Assistant Director of Graduate and Special Programs

**HOLLY HARRIEL**  
M.S., M.C.P., Director of Education Outreach

**HEATHER JOHNSON**  
Academic Department Manager

**MELISSA MARCHI**  
Financial and Administrative Assistant

**LAUREN ZAWADA**  
Graduate Programs Coordinator

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**WEBSITE**

For more information about the Education Department, please visit: [http://brown.edu/education](http://brown.edu/education)

*TITLE II: It is required of each teacher education program that receives funding from the federal government that it make public the results of the professional test taken by each completer. Brown University’s Teacher Education Program had a 100% pass rate in the year 2013.*

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

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

The Brown MAT/UTEP Programs

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

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

**Schedule**

The design of the program makes it necessary for all candidates to begin the program in June and complete the 12-month sequence. The 2013 summer session runs from June 17-August 2. The Brown academic year begins on September 4, 2013. Commencement is Sunday, May 25, 2014.

During the academic year, approximately half the MATs and UTEPs complete their student teaching during semester I and coursework in their teaching field during semester II. For the other students in the program, the arrangement is reversed.

**Course of Study: MAT**

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

**Requirements for Admission: MAT**

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 program 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 program director to inquire.

c. Science applicants should have a Bachelor’s degree in biology, chemistry, engineering/physics or substantial study in related areas and should have completed a minimum of 18 units in biology, chemistry, or engineering/physics.

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 program director for a preliminary review: Teacher_Ed@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.

7. Tuition and Financial Aid: Tuition for the 2013-2014 academic year is $44,608. MATs are eligible for financial aid in the form of tuition support and proctorships. Financial aid is awarded on the basis of merit and financial need. To establish merit, past performance and evidence of potential success in the program. In addition, students may be eligible to borrow funds through the Federal Direct Student Loan Program depending on financial need. Consideration for need-based federal aid (Federal Direct Loans and Federal Work-Study) is based on status as a U.S. citizen or permanent resident of the U.S. and is determined by completing the Free Application for Federal Student Aid (FAFSA): www.fafsa.ed.gov. Candidates applying for financial aid must complete a FAFSA and the Brown University Supplemental Financial Aid Application. Forms and detailed information can be found at: www.financialaid.brown.edu.

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

Program Course Credits: MAT

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

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

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

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

**Semester II**
***                        Courses in subject area       3 cr.
EDUC ____                   Education Elective       1 cr.
Course of Study: Undergraduate Teacher Education Program (UTEP)

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

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

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

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

Program Course Credits: UTEP

Prior to Semester VII

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>EDUC 0900</td>
<td>Fieldwork and Seminar in Secondary Education</td>
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Prior to Semester VIII

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<thead>
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<tr>
<td>EDUC 1450</td>
<td>The Psychology of Teaching and Learning</td>
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Any Semester

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<tbody>
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<td>EDUC ____</td>
<td>Education Elective</td>
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Summer following Semester VI

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<tr>
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<tr>
<td>EDUC 2060</td>
<td>Methods of Teaching</td>
<td>1 cr.</td>
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<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 and Diversity Across the Curriculum</td>
<td>1 cr.</td>
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Semester VII*

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 1070</td>
<td>Student Teaching</td>
<td>1 cr.</td>
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<tr>
<td></td>
<td>Section A: English; Section B: History/SS; Section C: Science</td>
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<tr>
<td>EDUC 1080</td>
<td>Analysis of Teaching</td>
<td>1 cr.</td>
</tr>
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<td>Section A: English</td>
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<td></td>
<td>Section B: History/SS</td>
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<tr>
<td></td>
<td>Section C: Science</td>
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*** Undergraduate course 1 cr.
Please note: Candidates MUST register for both EDUC 1070 AND EDUC 1080.

**Semester VIII***

*** Undergraduate courses

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

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. UTEP candidates are expected to have taken the following courses in their discipline during their undergraduate studies and must pass the required Praxis exams in order to be recommended for certification by the program.

**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 blue 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, of which two must be in the same area, in the social sciences** disciplines may include coursework in:

- Anthropology
- Economics
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:
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
Candidates are eligible for graduation if they complete teaching and coursework requirements. If they have not passed all required Praxis exams, they will receive a letter stating they are not in good standing until all Praxis exams are passed.
Candidates are eligible for graduation if they complete teaching and coursework requirements. If they have not passed all required Praxis exams, they will receive a letter stating they are not in good standing until all Praxis exams are passed.

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

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

All candidates must complete the following steps:

1. Take and pass the following Praxis II exams: See www.ets.org/praxis for registration information. Test dates are generally posted during the summer months.
   a. **Principles of Learning & Teaching 7-12 (#5624)**  
      Passing Score = 157  
      **Deadline:** Register for the PLT no later than December. Send your scores directly to Brown (R3094).

   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
Send scores directly to Brown (R3094). Submit an electronic copy of your score report to Brown’s Certification Officer, Dan Bisaccio, no later than MARCH 1.

2. Submit the following items to the Certification Officer by MAY 9:
   a. RI General Educator Application Form: Visit the RIDE website for additional information regarding certification
   b. Program Completion form (will be distributed at spring certification meeting)
   c. Money Order or Bank Check (NO personal checks!) payable to the General Treasurer, State of Rhode Island

The MAT/UTEP Year

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

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

● At the level of approaching in no more than two standards as a teacher at BSHS and as a colleague on his/her teaching team. Candidates are regularly observed and assessed by the mentor teacher and the program director. At the conclusion of BSHS, both candidates and mentors prepare a written assessment of the candidate’s accomplishments based on the Brown Practice-based Standards, outline goals for the future and ascertain whether or not the candidate is prepared to advance. The program director prepares summary notes and refines goals for the academic year based on a review of the summer experience. Success is measured by the candidate’s achievement in each of the Brown Practice-based standards. (See the “Meeting the Standard” section that follows each standard’s description.)

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

**Attendance and Participation**

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

- **A curriculum unit plan** prepared jointly by the candidate and his/her team.
- **Daily reflections** and **required standards-based reflections**.
- **A written self-assessment** based on the Brown Practice-based Standards (written at the completion of BSHS).
- **Individual BSHS 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.

**Academic Semester**

During the academic semester, candidates take three courses in their subject area or two courses in their subject area and one education elective. (If the candidate chooses to take the education elective during the academic
semester, the additional subject area course is taken during the student teaching semester. If the candidate chooses to take three academic courses during the academic semester, then s/he takes the education elective during the student teaching semester.) In some cases, at the request of the candidate and the discretion of the director, students who have previously taken four courses in Education may substitute one content course for the education elective. Course selections are made by the candidate and approved by the program director based on requirements yet unmet in his/her study plan.

**PLEASE NOTE**: If an MAT candidate chooses to take an under-1000 level course, s/he must complete the following steps:

- Seek the approval of the professor in order to earn graduate credit for the course.
- Meet with the professor to agree upon whether any additional assignments will be required to receive graduate credit. Ask professor to sign memo confirming what additional assignment(s), if any, student needs to complete to receive graduate credit.
- Ask the professor to code final grade with an ‘E’ for extra credit at the end of the semester.

**Assessment**

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

**Professional Seminars**

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

**Student Teaching**

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

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

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

**Schedule**

Student teaching starts at the beginning of the school’s semester and continues until one school day before the beginning of Brown’s exam period. For the most part, student teachers follow the school’s vacation calendar and not the University calendar. If student teachers must be absent from school, they must inform their program director, mentor teacher and other appropriate school personnel and provide substitute lesson plans. Unforeseen absences should only occur in the case of illness or family emergency. Planned absences (e.g., a professional development day, a job interview, or a religious holiday) need to be discussed with the mentor teacher and the candidate’s director as far in advance as possible.

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

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

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

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

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

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

**Field Sites**

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

Field sites are selected where:

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

Coursework During the Student Teaching Semester

During the student teaching semester, candidates must enroll in:

- One Brown academic course
- Student Teaching (EDUC 2070 for MATs or EDUC 1070 for UTEPs)
- Analysis of Teaching Seminar (EDUC 2080 for MATs or EDUC 1080 for UTEPs)

Analysis of Teaching Seminar

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

Attendance and Participation

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

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

Mechanisms for Evaluating Student Teaching:

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

Guidelines for Student Teachers

The First Days

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

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

It is important to familiarize yourself with each school site’s policies, including those concerning audio-visual equipment and photocopying, and where supplies and equipment are located. Ask your mentor teacher to introduce you to the principal, vice-principal(s), and other staff members.
Knowing specific information will be helpful for planning lessons as well as for teaching:

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

Helpful Information for Getting to Know the School Site:

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

Important People at the School Site:

- Principal and other administrators
- Librarian
- Technology Coordinator
- Nurse
- College Counselors
- Receptionist/School Secretary

School and Classroom Policy Information to Know:

- Excused/unexcused absences
- Tardies
- Honor code/plagiarism
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. Program directors will describe the format and the contents of that log in the first Analysis seminar. Initially, it is required that student teachers observe their mentor teacher’s class on a regular basis. However, shortly after the semester begins, they will begin to observe a variety of other teachers in a number of different settings and subject areas. Student teachers must do at least one observation at their placement site each day. As a minimum of 60 days of student teaching is required, there should be at least 60 completed observations by the end of the student teaching semester.
Observations are an essential, interesting and worthwhile component of the student teaching experience. Suggested observations: other teachers in the student teacher’s discipline, your students’ other classes, other MAT candidates, special education classes, ESL classes, bilingual education classes, gym, art, music, computer labs, library lessons, or the school nurse. Observations can take the form of recess duty, lunch duty, or hall duty with an administrator, chats with custodians and security guards, or school assemblies, plays and sports.

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

**Supervision and Evaluation**

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

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

**See Mentor Teacher Comment Form and Formative Assessment Rubric**

The program faculty conducts a minimum of three formal observations of each candidate during the semester. After each observation the program faculty member will conference with the student teacher and provide him/her with a written evaluation. The scheduling of these visits will be agreed upon by the student teacher, the faculty member, and the mentor teacher.
The student teacher should feel free, however, to ask for additional observation and feedback. A vital part of student teaching is discussing what is happening in the classroom. An experienced observer can offer thoughtful criticism and guidance. Most mentor teachers and student teachers find it useful to set aside a specific time each week to discuss planning and other issues.

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

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

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

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

**Conclusion of Student Teaching Semester**

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

At the end of the semester, the director of the candidate’s program makes a final recommendation about the candidate’s completion of his/her student teaching practicum. Occasionally, it is determined that a candidate has not made sufficient progress toward Brown’s Practice-based Standards to be recommended for a credential; in this case, the program may provide an opportunity for the candidate to extend the student teaching experience into another semester, the summer, or the following school year.
The student teaching experience is a challenging time, one of intense personal and professional growth. Candidates always feel there is more to do than they can reasonably accomplish, but reflection with faculty, teachers and peers will help manage the simultaneous roles of teacher and student. Both candidates and mentor teachers should feel free to contact anyone in the Brown Education Department with questions or concerns, to talk about student teaching, or to offer suggestions and ideas about the program.

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 program 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 program 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
- Readiness for Certification checklist
- Your list of classroom observations
- Copies of student work or scans of student work that are completely readable on a computer or a projection screen.

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

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

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

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

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

**Mentor Meetings**

Mentor teachers are prepared for their responsibilities in several ways. Each semester, meetings are held with mentors either as a group or individually in consultation with each director. These meetings are designed to expose mentors to the Brown Practice-based Standards, to provide guidance with regard to communication issues, to provide experience with and samples of assessment tools, and to provide valuable feedback to the Brown Teacher Education Program regarding how its systems of evaluation work in real-world teaching situations. Additionally, the program faculty discusses roles and responsibilities with prospective mentor teachers and consults with them during observation visits. At a typical mentor meeting, we will reflect on the Brown Practice-based Standards and watch a video of a lesson to do norming around giving standards-based feedback.

Mentors send weekly feedback regarding their student teacher to the appropriate program director. All mentors fill out a formative assessment rubric at the mid-term and share it with the student teacher and the director. All mentors engage in a three-way mid-term conference and the directors facilitate conversations regarding the progress of the student teacher as well as the substance of the mentor’s feedback. Finally, at the end of the semester all mentors must write a lengthy narrative evaluation using detailed evidence of the student teacher’s
performance on each of the Brown Practice-based Standards. Prior to the mentor’s evaluation, the directors meet with the mentors to provide exemplars from previous years so that mentors have a clear expectation of what they should produce.

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

**Expectations of the Mentor Teacher:**

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

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

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

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

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

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

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

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

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

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

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

Teacher Research Project Guidelines

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

Your Teacher Research Project is intended to help you research what you do, how you do it, and why you do it during your student teaching experience. You will present your TRP to an audience of your MAT/UTEP colleagues and faculty after the conclusion of student teaching.

Additionally, your TRP work as teacher-researchers will be presented at a May “Teacher as Researcher” conference. Your research and presentation will include:
1) an introduction to the inquiry topic & question;
2) a literature review;
3) a description of data collected, such as journal entries, examples of student work or direct quotes;
4) a discussion of your findings and tentative conclusions;
5) implications for future teaching and limitations.

Electronic Portfolio Guidelines

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

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

The seven core areas for the portfolio are:

- Roles and Relationships
- Student as Learner
- Planning
- Classroom Practice
- Assessment
- Professional Knowledge and Growth
- Engagement with Subject Matter

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

Your commentary must be concise, but thorough, and demonstrate thoughtful analysis and interpretation. Be selective in collecting examples of your teaching experiences, choosing those that reflect your development as a novice teacher. Being selective doesn’t mean constructing a biased picture of one’s Brown Summer High School and student teaching performance, but rather providing a fair and generous representation of it. You may consider a variety of different types of artifacts and documentary evidence in your portfolio. The portfolio is intended to reveal a process of genuine adjustments and growth – therefore, the occasional “flop” is worthy material for a formative portfolio. While it is required that you use student work as artifacts in your portfolio, it is central that all student work that you use be completely and totally readable. Examine your scans carefully before returning student work. The high speed, high-resolution scanners on campus and student work that is in pen or typed is recommended for readable scans that will enable faculty to evaluate your portfolio.
Remember that preparation of your portfolio is an ongoing process of professional growth. As you proceed through the program, you should document experiences that are meaningful to you. Keep logs and journals of significant activities and experiences, take pictures, tapes and videos, make copies of communications, seek feedback and keep samples of your finest accomplishments, as well as samples of lessons that failed. If you do this conscientiously throughout the course of the program, creating your final portfolio will be a matter of selecting those items that reflect who you are as a beginning teacher.

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

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

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

**Descriptions of Entries**

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

**Artifact:** Artifacts are either pieces of work you have done (lesson plans, activities, tests, rubrics, sets of instructions, etc.) or pieces of work that your students have done. Artifacts are not illustrations or photographs or scans unless they show a substantive piece of student work that you can reflect on deeply.
Reflection: Each artifact, not each standard, has a reflection that is your explanation of how the artifact(s) demonstrate your meeting the standard. They should be between 200 and 400 words. Your portfolio must include the following entries. A description of each type of entry is provided below.

Electronic Portfolio: Summer

Due date: Friday, August 2

Standard #1: Roles and Relationships

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

- **Artifacts:**
  - Self or team-designed letter of introduction to students
  - Collaboratively designed expectations
  - Student responses to your letter

- **Reflection:** Reflection on each artifact and, in particular, how it illustrates ways that you are meeting the standard.

Standard #2: Student as Learner

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

- **Artifacts:**
  - Literacy Case Study and Assessment materials including any PowerPoint presentations, handouts, and student samples (required)

- **Reflection:** Reflect on the Case Study and Assessment Materials and, in particular, how they illustrate ways that you are meeting the standard.

Standard #3: Planning

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

- **Artifacts:**
  - A lesson plan and accompanying handouts/samples in which the planning and stand up teaching was primarily of your own design (not team designed and enacted). Include also your notes on
this plan. (required)

- **Reflection**: Reflect on each artifact and, in particular, how it illustrates ways that you are meeting the standard.

### Standard #4: Classroom Practice

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

- **Artifacts**:
  - Evidence of work building skills
  - Details of a group activity
  - Interactive DTP; transcript or recording of a discussion; etc.

You must include, in addition to your assignment/presentation, several examples of student work done in response to the assignment.

- **Reflection**: Reflect on each artifact and sample of student work; in particular, how they illustrate ways that you are meeting the standard.

### Standard #5: Assessment

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

- **Artifacts**:
  - Any assessment you used with four examples of student work and your responses to the work samples. Your responses should be on a rubric and include detailed comments. Avoid using samples with brief phrases as comments such as “good work.” (required)
  - A sample of the culminating project/exhibition/paper assignment and at least two samples of student work and a reflection.
  - The grade book you turned in to the BSHS principals with student names blacked out. (required)
  - Two samples of end-of-term evaluations that you wrote for both a student who has met the standard and one who has not (required)

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

### Standard #6: Professional Knowledge and Growth

- **Overview**: Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
● **Artifacts:**
  ○ Your end-of-summer self-assessment and your goals for student teaching. Your self-assessment includes the overview sections of your electronic portfolio put together in one document, which you will use and revise during the student teaching semester. (required)

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

### Standard #7: Engagement with Subject Matter

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

● **Artifacts:**
  ○ A DTP related to the content of your discipline
  ○ Exemplar activity or lesson plan that show engagement with content.

● **Reflection:** Reflect on each of your artifacts, particularly how they illustrate ways that you are meeting the standard.

### Electronic Portfolio: Student Teaching Semester

*Due date: Wednesday, December 11 for fall student teachers  
  Monday, May 12 for spring student teachers*

● In addition to containing your overviews, artifacts and reflections in response to the Brown Practice-based Standards, your student teaching portfolio must also include your **resume** and **teaching philosophy**.

● You must have **at least the number of artifacts specified, each with a corresponding reflection** for Standards 1 through 6 in your student teaching portfolio. Note that certain artifacts and reflections are designated as required.

● Parts of Standard 7 are completed following your Academic Semester.

### Standard #1: Roles and Relationships

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

● **3 Artifacts and Reflections:**
  ○ Your letter of introduction and a reflection on student response.
  ○ Your plan for classroom community/management and a reflection on the implementation.
Standard #2: Student as Learner

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

- **3 Artifacts and Reflections:**
  - Special Education related assignment and reflection. (required)
  - ELL related assignment and reflection. (required)
  - An artifact that demonstrates how you welcomed your students' backgrounds and learning interests into your classroom in order to make the curriculum accessible and relevant. (required)
  - A survey that you conducted about students' backgrounds, school preparation, home life, interests, etc. and reflection.

Standard #3: Planning

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

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

Standard #4: Classroom Practice

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

- **4 Artifacts and Reflections:**
  - Direct Teacher Presentation PowerPoint and reflection. (required)
  - Example of scaffolding and differentiation of the skills within a lesson for special education or ELL students and reflection. (required)
  - A group work activity and reflection. (required)
  - Classroom Observation Log and reflection on two excellent classes you observed and what you
learned from your observations. (required)

○ An arc of questions (constructed after viewing video if students prepared questions or created prior to teaching if the teacher facilitated the discussion) and reflection and a video and/or audio of a discussion with your class or another artifact for the discussion/questioning part of the standard.

○ An artifact that shows how you designed and enacted instruction to develop specific student skills and reflection.

Standard #5: Assessment

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

● 5 Artifacts and Reflections:

○ Computer grade book snapshot (with no names) and a reflection of patterns in the class and what this shows you and an administrator about student learning. (required)

○ Rubrics and sample student work that shows evidence of how work approaches the standard, meets the standard, and exceeds the standard, with reflection. (required)

○ At least three pieces of student work that show your detailed teacher feedback and comments on individual student work with the assignment sheet or another artifact that shows assessment practices appropriate to your discipline.

○ A sample of a culminating project/exhibition/paper assignment and at least two samples (or other artifact appropriate to your discipline) that show how you constructed a culminating project to be an exhibition of understanding for your students and a reflection.

○ A diagnostic assessment appropriate to your discipline that includes an assignment, a rubric (for you to understand patterns, not for students to receive feedback), results, and a reflection. (required)

Standard #6: Professional Knowledge and Growth

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

● 6 Artifacts and Reflections:

○ Teacher Research Presentation PowerPoint, annotated bibliography, handouts and a reflection about what you learned and how you might do things differently. (required)

○ Your mid-term self-assessment. No reflection needed. (required)

○ Reflection on one of the colloquia and related assigned reading. (required)
- A report on a professional development activity (that lasted at least 2 hours) that you attended in the community (not at your school) and a reflection on what you learned.
- A reflection on one Practice-Based Standard where you feel demonstrates the largest area of growth. (required)
- A reflection of one book or article that most informed your thinking and/or teaching philosophy. (required)

**Standard #7: Engagement with Subject Matter**

- **Overview:** Review the standard. Where are you with regard to this standard? What have you attempted and practiced? What have you learned? What are your goals?
- **2 Artifacts and Reflections:**
  - A reflection on each of your three content electives during your academic semester and an artifact that represents how the content of each course could apply to your teaching. (required)
  - An artifact and reflection that is related to your student teaching semester.
Appendices

- Academic Code and Principles of the Brown University Community
- Brown University Copyright and Fair Use
- Brown University Practice-based Standards: Secondary
- Brown University Teacher Education Program Acceptable Use of Technology Agreement
- Brown University Teacher Education Program Code of Professional Conduct
- Formative Assessment Rubric
- Instructional Observation and Evaluation Guide
- ISTE National Educational Technology Standards
- Instructional Unit Letter and Guidelines
- Lesson Plan Template
- Mandatory Reporting of Child Abuse and Neglect
- Mentor Teacher Comment Form
- Micro-Teaching Rubric
- NEA Code of Ethics of the Education Profession
- Observation Log
- Portfolio Assessment Form: Summer
- Portfolio Assessment Form: Student Teaching Semester
- Readiness to Student Teach Checklist: Secondary
- Readiness for Certification Checklist: Secondary
- Student Teaching Attendance
- Teacher Research Project Sample Questions
- Teacher Research Project Presentation Rubric
- Transcript Analysis Form: English
- Transcript Analysis Form: History/SS
- Transcript Analysis Form: Biology
- Transcript Analysis Form: Chemistry
- Transcript Analysis Form: Physics
- Unit Plan Template