



RHODE ISLAND COLLEGE

*FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
NCATE ACCREDITATION*

**DOCUMENTATION OF THE PREPARATION OF SCHOOL FACULTY
FOR THEIR ROLES**

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ORIENTATION MEETINGS: FALL 2009 AND SPRING 2010

Orientation Meetings with Secondary Education College Supervisors (All Programs)

- 9/23/2009
- 10/6/2009
- 2/10/2010

Orientation Meetings with Art Education College Supervisors and Cooperating Teachers

- 8/21/2009
- 2/4/2010

Orientation Meetings with English Education College Supervisors and Cooperating Teachers

- 10/1/2009
- 2/8/2010

Meetings with Elementary Education College Supervisors

- 9/9/2009
- 10/21/2009
- 11/18/2009
- 1/27/2010
- 1/24/2010

Meetings with Special Education College Supervisors

- 9/17/2009

- 1/21/2010
- 2/18/2010

PROFESSIONAL DEVELOPMENT/WORKSHOPS FOR COOPERATING TEACHERS AND COLLEGE SUPERVISORS

WORKSHOP-“ASSESSING TEACHING BEHAVIORS: INTRODUCTION TO AN ASSESSMENT INSTRUMENT FOR TEACHER CANDIDATES AND REFLECTION OF TEACHING BEHAVIORS.”

Description of the workshop: The purpose of this workshop was to introduce the participants to an assessment instrument, which analyzes teaching behaviors and documents the growth of these behaviors. The cooperating teachers who attended this professional development, and who mentor teacher education candidates, learned and analyzed the assessment. They learned how to implement the instrument and reliably score each section. Examination of the scoring criteria and the six-point rubric was addressed. Teachers were exposed to the proper terminology of scoring (analytic holistic scoring, criterion versus norm referenced scoring, performance level rubric, scoring criteria, indicators, normative versus developmental). They discussed teaching behaviors, using the defined assessment rubric, in large and then small groups. They practiced using the rubrics by watching effective and ineffective teaching behaviors of videotaped instruction from the web. Participants analyzed the videos with respect to Implementation, Climate, and Classroom Management (sections of the assessment instrument). Finally, the participants reflected on how exposure to this assessment would assist them with reflective teaching practices in their own classrooms and their own teaching. As a final evaluation, each participant reflected and then wrote two ways they would use the information they learned in the workshop. Each participant left with the knowledge of the assessment, application to their work with teacher candidates, as well as using the information to improve their own instruction.

Dates of workshop and attendance:

1. 11/19/2009 (96 participants in attendance)
2. 12/8/2009 (78 participants in attendance)
3. 1/28/2010 (74 participants in attendance)
4. 2/2/2010 (60 participants in attendance)

THE RHODE ISLAND MATHEMATICS TEACHERS ASSOCIATION AND THE RHODE ISLAND COLLEGE STEM CENTER, NATIONAL COUNCIL IN TEACHING MATHEMATICS (NCTM) E_WORKSHOPS

- Workshop #1: “Meeting the Needs of all Students Using Differentiated Instruction in Grades 6-12”
- Workshop #2: “Meeting the Needs of all Students Using Differentiated Instruction in Grades PK-5”
- Workshop #3: “Making Mathematical Connections in Grades 9-12”

Descriptions of the Workshops:

NCTM is committed to equity in mathematics; every student should be provided with the tools needed to meet high mathematics expectations. Possible student barriers to learning and useful strategies in addressing these barriers are identified. Classroom activities with suggested modifications to address the varied needs of all

students are provided. Focus of the Year is *Connections: Linking Concepts and Context*. When students connect mathematical ideas, their understanding is deeper and more lasting. Examples will connect mathematics to real world contexts, technology, and various subject areas. Activities, strategies, and lessons that can be implemented in

the classroom to help students make mathematical connections are provided.

Dates of the STEM E-Workshops

- Workshop #1: 2/8/2010 and 3/12/2010
- Workshop #2: 2/11/2010 and 3/25/2010
- Workshop #3: 2/23/2010 and 4/13/2010
- Attendance for the Mathematics E-Workshops:

22 of RIC's 28 partnership districts were represented with a total of 97 participants distributed over the four workshop dates.

WORKSHOP-"MOSAICS OF DIVERSITY: PRACTICAL TOOLS FOR TEACHERS WHO WANT TO MAKE A DIFFERENCE."

This one-day intensive workshop will provide conceptual and practical tools to help PK-12 teachers create and cultivate a vision of cultural competency to guide them in their work with diverse learners and families. This course is targeted at RIC's partnership district cooperating teachers who want to enrich their strategies for cross cultural communication, deepen their skills in working effectively with diverse learners and better mentor teacher candidates in developing cultural competencies. Participants will receive a \$100 honorarium, a copy of Ginsberg and Wlodkowski's *Creating Highly Motivating Classrooms For All Students*, and the opportunity to network with like-minded colleagues. Special note-This workshop was funded with Rhode Island Teacher Education Renewal Project(RITER)

Dates of the workshop:

- Workshop #1: 7/10/2010 (17 participants)
- Workshop #2: 7/21/2010 (27 participants)
- Workshop #3: 8/4/2010 (46 participants)
- Workshop #4: 8/25/2010 (48 participants)

WORKSHOP FOR ALL COLLEGE SUPERVISORS AND RIC FACULTY

10/16/2010 "Implementing the Teacher Candidate Work Sample (TCWS) with Teacher Candidates"

The purpose of this workshop is to teach the new FSEHD Teacher Candidate Work Sample (TCWS) to faculty and college supervisors. The six processes (see below) will be defined with authentic examples. The scoring rubric will be reviewed and there will be practice time for scoring student work samples using the instrument. Scoring issues will be discussed.

Process 1: Contextual Factors

The candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Process 2: Learning Goals

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Process 3: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Process 4: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

Process 5: Instructional Decision-Making

The candidate uses ongoing analysis of student learning to make instructional decisions.

Process 6: Analysis of Student Learning

The candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Final TCWS Component: Candidate Reflection on Student Teaching Experience

Reflective practitioners continually and consciously evaluate their choices and actions.

Teacher Candidate Introductory Student Teaching Meetings

- 8/25/2009 Elementary Education and Special Education Candidates
- 1/27/2010 Elementary Education and Special Education Candidates
- Teacher Candidate Student Teaching Application (Introductory) Meetings
- 9/23/2010 Elementary Education and Special Education
- 9/30/2010 Secondary Programs and K-12 Certification
- 10/14/2010 Make up meeting date for all programs
- 4/7/2010 Elementary Education and Special Education
- 4/14/2010 Secondary Programs and K-12 Certification
- 4/21/2010 Make up meeting date for all programs

PILOT PROFESSIONAL DEVELOPMENT THREE-CREDIT COURSE FOR COOPERATING TEACHERS.

Course Title: Professional Development for Cooperating Teachers

Course Description:

This three-credit graduate all online workshop is designed to provide information and specific skill sets needed to serve as a Cooperating Teacher for a teacher candidate (student teacher) from the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College (RIC).

Content Modules:

1. Introduction to Blackboard and Online Learning Module
2. Introduction to supervision of teacher candidates at FSEHD Module
3. Rhode Island Professional Teaching Standards (RIPTS) Module
4. Cultural Competency Module

5. Assessments in Student Teaching Module
6. Mentoring/Coaching Your Teacher Candidate