



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

FSEHD STUDENT TEACHING

Instructors: Full time faculty and adjunct instructors who serve as College Supervisors

Department: Student teaching course numbers are listed by program*

ARTE 426: Student Teaching in Art Education (10 credits), ARTE 525: Graduate Student Teaching in Art Education (10 credits), ELED 439: Student Teaching in the Elementary School (10 credits), ELED 559: Graduate Student Teaching in the Elementary School (10 credits), SED 421: Student Teaching in the Secondary School (10 credits) Note-each teacher candidate registers for the corresponding secondary program such as English/Social Studies/ Mathematics, Foreign Languages, HED 427: Student Teaching in Health Education (10 credits and/or 5 credits for Physical Education/Health Education dual placements), PED 426: Student Teaching in Physical Education (10 credits or 5 credits for Physical Education/Health Education dual placements), SPED 419: Student Teaching in the Elementary or Middle School (10 credits), SPED 428: Student Teaching in the Middle School or Secondary Level (10 credits), SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities (10 credits), TECH 421: Student Teaching in Technology Education (10 credits)

(*Students registered for the ten-credit student teaching course must also register for the program 2-credit corresponding student teaching seminar)

COURSE OBJECTIVES:

1. To apply knowledge and skills from educational theory to professional practice by planning and teaching learner-centered content lessons
2. To progress through the phases of student teaching-induction, immersion, culmination-by planning, assessing, acting, and reflecting (using the [Reflective Practitioner Model of FSEHD Conceptual Framework](#)) on effective lessons which address the needs of all learners
3. To learn and practice methods and techniques that demonstrate proficiency in the eleven Rhode Island Professional Teaching Standards, while developing an individual teaching style that promotes student learning
4. To become familiar with using formal, informal, summative, formative assessments, and data in an educational setting to guide learning decisions
5. To use formal and informal feedback from the Cooperating Teacher, College Supervisor, and the [Observation and Progress Reports to](#) improve teaching behaviors
6. To complete a successful [Teacher Candidate Work Sample](#) which addresses the teacher candidate's ability to plan, deliver, and assess a standards-based instructional sequence; document student performance; and reflect upon the effects of his/her instruction on student learning by providing evidence in the seven teaching processes:
 - Using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
 - Setting significant, challenging, varied, and appropriate learning goals.
 - Using multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
 - Designing instruction for specific learning goals, student characteristics and needs, and learning contexts.
 - Using regular and systematic evaluations of student learning to make instructional decisions.
 - Using assessment data to profile student learning and communicate information about student progress and achievement.
 - Reflecting on his or her instruction and student learning in order to improve teaching practice and increase student motivation and achievement.

COURSE DESCRIPTIONS:

ARTE 426: Student Teaching in Art Education

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in ARTE 464; satisfactory completion of all major and professional courses required prior to student teaching; special departmental requirements; a cumulative GPA of 2.67 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

ARTE 525: Graduate Student Teaching in Art Education

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: ARTE 505, CEP 552, FNED 546; concurrent enrollment in ARTE 562; a cumulative GPA of 3.00 a full semester prior to student teaching; satisfactory completion of all required courses in the M.A.T. program in art education prior to student teaching; a minimum grade of C+ in all professional education courses; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

ELED 439: Student Teaching in the Elementary School

In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in ELED 469; satisfactory completion of all major and professional courses required prior to student teaching; a positive recommendation from the professor of each elementary education course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

ELED 559: Student Teaching in the Elementary School

In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of C+ in all professional education courses; a cumulative GPA of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

SED 421: Student Teaching in the Secondary School

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in SED 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.50 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students must complete the community service requirement; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

HED 427: Student Teaching in Health Education

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in HED 428; satisfactory completion of all major, cognate, and professional courses required prior to student teaching; a positive recommendation from the professor of each professional course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach

Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

MUSE 424: Student Teaching in Music Education

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: MUSE 413 and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 460; a positive recommendation from the professor of each professional course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement, and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

PED 426: Student Teaching in Physical Education

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in PED 428; satisfactory completion of all major, cognate, and professional courses required prior to student teaching; proof of completion of a first aid course; CPR certification at the time of application; a positive recommendation from the professor of each physical education practicum; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

SPED 419: Student Teaching in the Elementary or Middle School

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; undergraduates and second degree candidates must have a cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II Content Knowledge Test (0014), approved Preparing to Teach Portfolio in all applicable programs; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

SPED 428: Student Teaching in the Middle School or Secondary Level

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; a cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; a cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

TECH 421: Student Teaching in Technology Education

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment.

10 credit hours. Prerequisite: TECH 407 and 408, with a minimum grade of B- and positive recommendations from the instructors; concurrent enrollment in TECH 422; completion of all required education courses, with a minimum grade of B- (except CEP 315); completion of all content area courses, with a minimum GPA of 2.75; a minimum cumulative GPA of 2.75 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test if required by the district. Offered fall and spring.

1. COURSE TEXTS AND MATERIALS

Rhode Island College, Feinstein School of Education and Human Development, Office of Partnerships and Placements, [Student Teaching Handbook, 2010-2011](#)

2. COURSE CALENDAR

Teacher candidates are required to be present in the cooperating school every day, and are required to follow the school/district calendar *not* the College's schedule. The Office of Partnerships and Placements determine placement dates, with starting and ending dates.

3. GOALS AND EXPECTATIONS OF STUDENT TEACHING AND TEACHER CANDIDATES

The reflective practitioner model of the teacher preparation programs of the Feinstein School of Education and Human Development incorporates the Rhode Island Professional Teaching Standards (RIPTS): http://www.ride.ri.gov/EducatorQuality/DOCS/General_Documents/PDF/RIPTS%20Final%2008-2008.pdf), which graduates of these programs are expected to exhibit when they enter the profession. The student teaching experience is designed to provide teacher candidates with an opportunity to further develop and refine their skill as reflective practitioners through attainment of these standards. Evidence of the teacher candidates' continued growth and development is documented in the Teacher Candidate Work Sample (TCWS). The student teaching experience is designed to develop and enhance professionals who:

1. Plan learner-centered teaching and learning based upon a content knowledge base
2. Act sensitively, respectfully, and appropriately in professional situations
3. Reflect on the action of self, students, and others
4. Understand general knowledge and command of basic quantitative, communication, and technological skills
5. Understand the content of a discipline, its structure, concepts and methods of inquiry
6. Understand how all children learn and develop and use such knowledge to design teaching and learning experiences
7. Respect individual differences among learners
8. Appreciate the worth of individuals through planning and assessing instruction that is sensitive to differences in economic status, gender, ethnicity, race, age, culture and special needs of their students
9. Apply a variety of instructional models, to encourage development of critical thinking, problem solving, and performance skills
10. Understand individual and group needs and provide a learning environment that encourages positive interaction, active engagement, and self-directed learning
11. Use effective communication media and technology to foster inquiry and collaboration in the classroom
12. Use formal and informal assessment strategies in the evaluation of teaching and learning;
13. Use and analyze student data to plan instruction
14. Adapt instructional strategies and professional decisions
15. Participate in professional development activities to improve teaching and learning
16. Strive toward educational improvement at the local, regional, state and national levels
17. Participate in professional interactions with colleagues, families, agencies and members of the community
18. Recognize responsibility beyond the classroom and use their expertise in community services
19. Apply professional, social, ethical and moral standards in a democratic, pluralistic society

The Teacher Candidate is expected to:

1. Apply appropriate teaching practices to the student teaching experience
2. Attend and participate in all required College meetings and student teaching seminars
3. Participate in student teaching for a 14-15 week period and assume total responsibility for the instructional program for a period of no less than four full weeks
4. Understand the 'guest' status of the Teacher Candidate in the school and that final authority for the classroom rests

- with the Cooperating Teacher
5. Assume classroom responsibilities by being well prepared, attending professional meetings as suggested and participating in extra-curricular activities
 6. Interact with children and youth in a manner that builds a positive self-concept in each pupil
 7. Demonstrate a professional manner through promptness, confidentiality, ethical conduct and other appropriate behaviors
 8. Fulfill all of the program requirements of student teaching. Failure to meet responsibilities may result in termination of the student teaching experience. Requests for termination of the student teaching experience may originate from the College Supervisor, Cooperating Teacher, or cooperating school Principal

Teacher Candidates are required to:

1. Obtain the home/cell telephone number of the Cooperating Teacher, the College Supervisor, and the office number of the cooperating school
2. Inform the Cooperating Teacher, cooperating school and College Supervisor if they will not be in the classroom due to illness or family emergency
3. Report any long-term absences to the Assistant Dean of Partnerships and Placements. An extended make-up timeline will be created with all parties involved in order to complete the required allotment of time
4. Learn the names of the students in the assigned classroom or classes during the first two weeks of class
5. Submit a daily and weekly classroom schedule to the College Supervisor
6. Prepare lesson plans as required by the College Supervisor and Cooperating Teacher. The Cooperating Teacher approves the lesson plan prior to implementation
7. Participate in daily evaluation sessions with the Cooperating Teacher
8. Read and comply with approved policies and practices of the cooperating school
9. Demonstrate competence in and experience with technology, other resources, and library materials
10. Maintain accurate records as required by the cooperating school and the college. Participate in duties, school meetings, and activities in which the Cooperating Teacher is involved
11. Participate in one or more parent-teacher conferences conducted by the Cooperating Teacher
12. During the first four weeks, spend a few hours of one day with the individuals listed below (with specific objectives determined by the Cooperating Teacher, College Supervisor and Teacher Candidate):
 - the administrator responsible for student discipline
 - the guidance counselor
 - the media specialist
13. During the semester, Observe the following school staff members during the semester (with specific objectives determined by the Cooperating Teacher, College Supervisor, and Teacher Candidate)
 - two special area/specialist teachers (art, health education, music, physical education, technology)
 - one special education teacher (resource, self-contained or inclusion classroom)
14. Maintain and complete a Teacher Candidate Work Sample (TCWS) document to be graded by the College Supervisor and viewed by the Cooperating Teacher. Each program sets guidelines and due dates for the components of the TCWS
15. Submit evaluations of the Cooperating Teacher, College Supervisor, and appropriate teacher preparation program
16. Complete additional requirements assigned by the Cooperating Teacher and/or College Supervisor

4. REQUIREMENTS

Each teacher candidate follows the guidelines of the Student Teaching Handbook, as well as specific program requirements required by their program.

Required assessment forms for each Teacher Candidate:

- Three FSEHD Teacher Candidate [Observation and Progress Reports](#) by the College Supervisor (one joint observation with the Cooperating Teacher)
- Three FSEHD Teacher Candidate [Observation and Progress Reports](#) by the Cooperating Teacher (one joint observation with the College Supervisor)
- FSEHD [Teacher Candidate Work Sample](#)
- Exit evaluations on Cooperating Teacher, placement site, teacher preparation program

Evaluations submitted at ricassessment.org

STUDENT TEACHING GRADING SYSTEM

A standard satisfactory/unsatisfactory grading system is currently used for assessing the teacher candidate's performance in his/her student teaching assignments. Cooperating Teachers and College Supervisors are each asked to reflect on the work of the teacher candidate during the time for each half placement and for the full placements.

Use the following criteria as a guideline:

"S" signifies satisfactory work in the student teaching assignment, and an acceptable Teacher Candidate Work Sample (TCWS). Be aware of the requirements, as some teacher candidates complete one TCWS so this written component may not be a part of your evaluation for one placement* This "S" grade signifies work of an acceptable nature, ranging from average to above average teaching performance by the student teacher. Student teachers receive the grade of Satisfactory when they model the characteristics of reflective practitioners and demonstrate behaviors of the Rhode Island Professional Teaching Standards. Procedures for reviewing the TCWS are determined by each teacher preparation program and the **College Supervisor** takes the primary lead here. "Satisfactory" performance signifies that the student has been cooperative, hard working and conscientious; and displays through his/her performance knowledge of the principles of good teaching. Further evidence of satisfactory performance is when the Cooperating Teacher is willing to recommend the student teacher for a teaching position. * (Students whose FSEHD program leads to a single degree or single certification complete one TCWS; students whose FSEHD program leads to dual degrees and/or dual certifications complete a TCWS for each degree/placement. Students who earn Middle Level Endorsement in addition to a single elementary or secondary certification complete one TCWS.)

"U" signifies unsatisfactory performance. This letter-value grade signifies that there are serious limitations in the student teacher's performance either of a professional, academic, or personal nature. It indicates that the student is not prepared to teach and should have another teaching experience or is advised to leave the field of education altogether. When the Cooperating Teacher or College Supervisor anticipates that a grade of unsatisfactory must be given, it is imperative that the Assistant Dean in the Office of Partnerships and Placements be notified immediately so that appropriate counseling may be provided to the teacher candidate. It is assumed that the Assistant Dean already knows about a "U" grade prior to entering it in the system.

"I" signifies incomplete work. If a teacher candidate is unable to complete the requirements of student teaching during the semester for an approved reason, such as serious illness or a unique situation, the grade of Incomplete is given. Generally, when a student receives a grade of Incomplete, the individual is reassigned to another student teaching assignment as soon as possible. The decision to award a grade of Incomplete is made by the Assistant Dean after consultation with the Cooperating Teacher, College Supervisor and the teacher candidate. Teacher candidates who demonstrate satisfactory performance in student teaching, but who do not receive an acceptable rating on the Teacher Candidate Work Sample (TCWS) receive a grade of Incomplete. Upon satisfactory completion of the requirements for student teaching, including the TCWS, the Assistant Dean submits a change of grade to the Records Office. Each Incomplete is considered independently and the student, College Supervisor, and Cooperating Teacher are asked to document reasons for the Incomplete in a written letter.

For all undergraduate students, the time limit for completing student teaching requirements for which they received an Incomplete is the last day of classes of the succeeding semester (summer sessions not included). For all M.A.T. students, the Incomplete remains on the student's record until it is removed by the Assistant Dean of Partnerships and Placements.

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>

- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.