



**Rhode Island College  
Feinstein School of Education and Human Development  
Office of Partnerships and Placements**

**2010-2011  
STUDENT TEACHING HANDBOOK**

For Teacher Candidates, Cooperating Teachers,  
College Supervisors, and District Administrators

(Updated by the Office of Partnerships and Placements  
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**MISSION STATEMENT  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

The mission of the Feinstein School of Education and Human Development (FSEHD) is to prepare education and human service professionals with the knowledge, skills, and dispositions to promote student learning and development. Building on extensive field experiences, the School develops reflective practitioners who model lifelong learning, technological competence, and collaboration. The FSEHD is committed to facilitating excellence through equity, diversity, and social advocacy.

**THE FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
CONCEPTUAL FRAMEWORK**

The Feinstein School of Education and Human Development is accredited to provide programs that prepare education and human service professionals for success in school and agency settings. The School is committed to excellence in preparing teachers for Rhode Island schools. Faculty in the Feinstein School of Education and Human Development are noted for participation in PK-12 classrooms, research on the theory and practice of teaching and learning, and participation in community and College service.

The Rhode Island College teacher education conceptual framework is the theoretical foundation for all professional education programs. The conceptual framework, the Reflective Practitioner, provides the structure for all education programs in the School. Reflective practitioners plan lessons, adapt materials, interpret responses of their students, and improvise instruction according to the situation in which they find themselves and the principles they have gleaned from formal study, their own experience, and the experience of colleagues. Their practice is both experience-based and research-based. The programs for preparation of teachers at Rhode Island College are designed to capitalize on the dynamic relation between classroom theory and classroom experience. The programs prepare educators who adapt, apply, and revise their knowledge as the situation and their principles demand. All programs include classroom study coupled with extensive and frequent field experience. In an effort to communicate this interplay between theory and experience the faculty has adopted the acronym of –PAR—as a mnemonic device to illustrate the interplay between **P**lanning, **A**ction, and **R**eflecting which summarizes the situated, adaptive, student centered behavior of reflective practitioners.

The themes of mastery of knowledge, respect for diversity, skill in pedagogy, and action-oriented professionalism are woven into the fabric of the courses and field experiences of the teacher preparation programs. These four themes represent faculty consensus about the expertise, skills, and dispositions, which reflective practitioners should possess. Together they summarize and represent the knowledge base of the programs. Integrated into the themes of the conceptual framework for teacher preparation are the sub-themes of: 1) performance assessment; 2) standards; 3) collaboration; 4) global perspectives; 5) multiculturalism; and 6) technology.

The Feinstein School of Education and Human Development teacher education programs are designed to:

1. Prepare students for professional practice that is learner-centered, adaptive, situated, and guided by reflective planning and action.
2. Provide students with preparation experiences which are based on knowledge of content and human development; pedagogical skills derived from research and the wisdom of practice; sensitivity and respect for diversity of all forms; and action-oriented professionalism.

The experiences included in student teaching and other field experiences are designed to enhance these goals, but the faculty recognizes that such experience must be refined and developed through practice, reflection, and professional growth over the span of a career. The faculty anticipates that graduates will continue to evolve and mature as educational professionals, and the College offers support and assistance to K-12 teachers in Rhode Island.

The complete document, [\*Developing Reflective Practitioners: A Conceptual Framework\*](#), can be found on the Rhode Island College website.

(<http://www.ric.edu/FeinsteinSchoolEducationHumanDevelopment/documents.php>)

## **STUDENT TEACHING**

### **Overview**

The student teaching experience is the culmination of the Rhode Island College teacher preparation program. Designed to reinforce the knowledge and skills necessary for a Teacher Candidate to begin working as a professional educator, student teaching is the final bridge between educational theory and professional practice. Within the context of student teaching, the Teacher Candidate accomplishes the final transition from preparation to practice. A successful transition requires knowledge, dedication, and enthusiasm for teaching and learning. Furthermore, encouragement, assistance, trust, and compassion from the Cooperating Teacher and College Supervisor are needed for successful experiences.

The Feinstein School of Education and Human Development welcomes individuals to the student teaching experience. Each Cooperating Teacher and College Supervisor is committed to prepare pre-service students to become reflective practitioners. This experience can be simultaneously challenging, frustrating and rewarding. In pursuit of the highest levels of success for each Teacher Candidate, and for maximum value, the College Supervisor is pledged to continuous, regular

professional interaction with each Teacher Candidate and Cooperating Teacher. Indeed, a positive interaction among the Teacher Candidate, Cooperating Teacher, and College Supervisor will ensure success in the student teaching experience. The *Student Teaching Handbook*, which serves as the overall syllabus for the student teaching experience, is designed to provide information and answers to questions regarding the student teaching experience for Rhode Island College students, Cooperating Teachers, College Supervisors, and school administrators. Individual College Supervisors may provide documentation listing additional expectations/requirements during the student teaching experience.

### **Goals of Student Teaching**

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](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

## Student Teaching Terms

The following terms are used in the student teaching experience and in the *Student Teaching Handbook*:

*Initial Certification.* Chapter 16-11-1 of the General Laws of Rhode Island requires that all educational personnel be properly certified *prior* to being employed in an educational setting, which requires certification. Individuals seeking initial Rhode Island teacher certification must meet the following requirements: 1) the successful completion of an approved teacher preparation program; and 2) successful completion of the required test (s) for issuance of a three (3) year Certificate of Eligibility (CEE). See page 13 in this Handbook for additional information.

*Certificate of Eligibility (CEE).* Effective January 2005, the provisional certificate was replaced with the Certificate of Eligibility. A CEE is a three-(3) year certificate issued to individuals who have satisfied all requirements for certification but who have not secured “regular employment” in Rhode Island.

*Clinical Instructor.* A public school teacher in one of the Feinstein School’s partnership districts selected jointly by the school district in consultation with the Office of Partnerships and Placements based on professional standards to work with one or more pre-service education students enrolled in a Practicum or methods course. Clinical Instructors demonstrate behaviors reflective of the Conceptual Framework, Rhode Island College policies, and the Rhode Island Professional Teaching Standards. The Clinical Instructor may be an elementary, secondary, special education or special subjects (art education, health education, music education, physical education, technology education) teacher. In some instances, a private school teacher who meets all standards set forth by the FSEHD may also serve as a clinical instructor.

Clinical Instructors must:

- Model the Rhode Island Professional Teaching Standards
- Make a commitment to develop their teaching in line with the Feinstein School’s Conceptual Framework and the Rhode Island Professional Teaching Standards
- Participate in Rhode Island Professional Teaching Standards, Conceptual Framework, and other required training
- Possess a continuing contract status
- Possess a professional teaching certificate in the grade/subject they are currently teaching
- Attain a minimum of three-years teaching experience as a certified teacher in the area in which they are supervising a student teacher or intern
- Have completed a minimum of one –year teaching in their current assignment

*College Supervisor.* A Rhode Island College faculty member, full-time or adjunct, who is responsible for the supervision and evaluation of the student teacher in consultation with the Cooperating Teacher.

*Community Service.* Unpaid, volunteer service that supports children and youth in the community. Such service may be performed in either school or non-school settings. All undergraduate and second-degree students admitted to a Rhode Island College undergraduate teacher education program must complete a minimum 25-hour community service requirement before student teaching. This requirement reflects the belief that a teacher is a professional person following a calling; a call to serve others in the pursuit of learning. In participating in community service,

students serve others in ways that benefit and promote the interests of individuals and the community.

*Conceptual Framework.* The conceptual framework adopted by the Feinstein School of Education and Human Development is that of the Reflective Practitioner which begins with the process of planning, proceeds to action and culminates in reflection before the process of planning begins again. The continuous dynamic process of Planning, Acting, and Reflecting describes this process. Through each phase, the themes of mastering knowledge, respecting diversity, demonstrating language skills in pedagogy, and reflecting are woven into the fabric of the courses and experiences of the teacher education programs.

*Cooperating School.* Cooperating schools are Rhode Island public schools that accept pre-service teachers for internship, practica, and/or student teaching. Such schools must demonstrate the following attributes:

- A school principal who is committed to quality teacher education and exercises overall administrative supervision and support for the field experiences in the school
- Faculty, staff and administration who indicate a willingness and desire to work with Rhode Island College faculty in developing their classrooms into pre-service training sites consistent with the Feinstein School's Conceptual Framework, the Rhode Island Professional Teaching Standards, Rhode Island College policies, and the Performance Indicators for the Selection of Cooperating and Clinical Teachers
- Faculty, staff and administration who work with Rhode Island College faculty in a collegial manner to provide an environment reflecting the Feinstein School's Conceptual Framework, the Rhode Island Professional Teaching Standards, and Rhode Island College policy
- Possess a well-defined curriculum and adequate teaching resources
- Possess appropriate physical facilities
- Support and maintain a high-quality teaching staff

*Cooperating Teacher(s).* An individual selected by the partnership school districts in consultation with the Office of Partnerships and Placements based on professional standards and who demonstrates behaviors reflective of the Feinstein School's Conceptual Framework, and the Rhode Island Professional Teaching Standards.

Cooperating Teachers must:

- Model the Rhode Island Professional Teaching Standards
- Make a commitment to develop their teaching in line with the Feinstein School's Conceptual Framework and the Rhode Island Professional Teaching Standards
- Participate in Rhode Island Professional Teaching Standards and Conceptual Framework training
- Possess a continuing contract status
- Possess a professional teaching certificate in the grade/subject they are currently teaching
- Attain a minimum of three-years teaching experience as a certified teacher in the area in which they are supervising a student teacher or intern
- Have completed a minimum of one-year teaching in their current assignment

Cooperating Teachers are asked to complete a criteria form (electronically as of Fall 2010), which

documents their credentials; the Office of Partnerships and Placements maintains the information/data on each Cooperating Teacher.

*Dual Student Teaching Placement.* Students seeking certification in more than one area complete two student teaching assignments during the semester. Each assignment is for a period of no less than seven weeks.

Students in K-12 programs (art, health, music, physical education) complete two student teaching assignments, one at the elementary, and one at the secondary level. Students seeking Elementary, Early Childhood or Secondary certification and Special Education certification complete a special education assignment and an elementary education, early childhood or secondary education assignment. Whenever possible, assignments are made in “inclusion classrooms” for the full semester. Any candidate admitted to FSEHD after August 24, 2009 who majors in Elementary Education or Early Childhood Education or Secondary Education **and** a teaching concentration in Special Education will be required to complete one full semester of student teaching in each certification area.

Students seeking Elementary or Secondary certification and Middle Level endorsement complete an assignment at the elementary or secondary level and an assignment in a middle school in the same semester.

During each student teaching experience, the student teacher gradually assumes total responsibility for the instructional role, under the supervision of the Cooperating Teacher and the College Supervisor. School district holidays are not counted as part of minimum 7 full weeks in the public schools, and any absences during student teaching must be made up to assure a minimum of 7 full weeks of student teaching in each placement.

*Partnership School District.* Twenty-eight Rhode Island public school districts, including the Henry Barnard School, that recognize the critical role field experiences play in the development of teachers. These partners share the Feinstein School’s commitment to assure that the field experiences that take place are of the highest quality possible. A copy of a partnership contract that defines the criteria for schools and teachers can be found on FSEHD website.

*Rhode Island Professional Teaching Standards.* The Rhode Island Professional Teaching Standards were developed by a committee of teachers, administrators, and teacher educators from across the State as a statement of expectations for first, second, and third year teachers in Rhode Island. The eleven performance-based standards and performance indicators articulate what successful teachers do to enhance teaching and learning. Faculty in the Feinstein School of Education and Human Development teacher preparation programs have incorporated the Rhode Island Professional Teaching Standards into all professional education courses including student teaching.

*Student Teaching Placement.* The student teaching assignment is five full days of school-based responsibility in the Teacher Candidate’s area of specialization for a minimum of 14 weeks. During this time the Teacher Candidate gradually assumes total responsibility for the instructional role under the supervision of the Cooperating Teacher and the College Supervisor. Full semester elementary education and early childhood education students are required to teach the entire class for a minimum of four weeks. Half semester elementary education, early childhood education, special education and K-12 student teachers are required to teach the entire class for a minimum of

two weeks in each half-semester placement. Secondary education students are required to teach a minimum of three class preparations.

*Student Teaching Certificate.* The Rhode Island Department of Education (RIDE), Office of Teacher Preparation, Certification & Professional Development Office of Educator Quality and Certification, requires the certification of Teacher Candidates prior to their appointment to student teaching positions in the public schools of Rhode Island. RIDE has determined that the Student Teaching Certificate may be used as a substitute teaching certificate for a limited time upon successful completion of student teaching and program completion.

*Teacher Candidate.* The term used to indicate a student from a teacher preparation program. Teacher candidates could be students fulfilling practicum requirements, but the term is also indicative of a student completing a student teaching experience.

*Teaching Endorsements.* Those areas an individual may teach that are not covered under the existing certificates and for which the state endorsement requirement has been met. Examples of teaching endorsement include middle level education and adapted physical education. Individuals seeking to add a middle level teaching endorsement must possess an elementary or secondary teaching certificate.

*Technology Competency Requirement.* All students in initial teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) demonstrate proficiency using technology to enhance teaching and learning by meeting the Technology Competency Requirement.

Students admitted to the Feinstein School before the fall 2005 semester must fulfill this requirement prior to student teaching. Students admitted to the Feinstein School fall 2005 and later fulfill this requirement as part of the Feinstein School's admission process.

### **Admission to Student Teaching**

Approval and admission to student teaching occurs when a candidate's teacher preparation program notifies the Office of Partnerships and Placements of the candidate's readiness to student teach. Readiness for student teaching is determined by the following criteria:

1. Submission of an acceptable Preparing to Teach Portfolio. Preparing to Teach Portfolios include content, program, and unit assessments, and are submitted to and reviewed by the candidate's teacher preparation program.
2. Passing scores on the required Praxis II Teacher Licensure Assessments:

#### **Secondary Education Teacher Candidates**

Principles of Learning and Teaching (PLT) Grades 7-12 (0524)

Students may also need to pass content knowledge standardized tests.

#### **Art Education, Health Education, Music Education, Physical Education, and Technology Education Teacher Candidates**

Principles of Learning and Teaching (PLT) Grades K-6 (0522)

**OR** Grades 7-12 (0524)

Physical Education majors need to have taken the content knowledge standardized test; students must pass the PE content knowledge test to graduate.

**Elementary Education Teacher Candidates**

Elementary Education Content Knowledge Test (0014 or 5014)

**AND** Elementary Education Content Area Exercises Test (0012)

**Early Childhood Teacher Candidates**

Elementary Education Content Knowledge Test (0014 or 5014)

**AND** Elementary Education Content Area Exercises Test (0012)

**OR** Early Childhood: Content Knowledge (0022)

**AND** Education of the Young Child (0021)

**Early Childhood/Special Education Teacher Candidates**

Elementary Education Content Knowledge Test (0014 or 5014)

**AND** Education of the Young Child (0021)

Praxis II passing scores can be found on the [ETS](http://www.ets.org/praxis/ri) website at: <http://www.ets.org/praxis/ri>

3. Satisfactory completion of all required courses prior to the semester of student teaching **AND** completion of all professional education courses with required grades/GPA. Teacher Candidates are not permitted to register for *any* courses other than student teaching, student teaching seminar, and SPED 440 (Collaboration: Home, School and Community) during or after their student teaching experience. (See the FSEHD Academic Policy on [Student Teaching Course Load](#).)

In addition to the academic criteria above, the following student teaching requirements must also be met:

4. Completion of the 25 required hours of [community service](#), one semester prior to student teaching, as required by FSEHD.
5. Successful completion of the Technology Competency Requirement (Note: Applies only to students admitted to FSEHD before the fall 2005 semester. Effective with the fall 2005 semester, the Technology Competency became an FSEHD admissions requirement).
6. Submission of a completed *Application for Student Teaching* by the designated dates and times set forth by the Office of Partnerships and Placements. This application process is online as of spring 2011. If the status of a student's placement changes, then it is the student's responsibility to notify the Office of Partnerships and Placement.

### **Student Teaching Certificate**

The Rhode Island Department of Education (RIDE), Office of Educator Quality and Certification requires the certification of Teacher Candidates prior to their appointment to student teaching positions in the public schools of Rhode Island. Individuals applying for student teaching complete

an *Application for a Student Teaching Certificate* that is sent to the Office of Educator Quality and Certification by the Office of Partnerships and Placements. Student teachers receive the Student Teaching Certificate from the Office of Partnerships and Placements with notification of student teaching assignments.

Rhode Island state law requires that any student who has been convicted of a felony or misdemeanor, including expunged records, or who have pled *nolo contendere* must state so on the Application for a Student Teaching Certificate and must provide a copy of the court records before the Application is forwarded to RIDE. Failure to do so may result in denial of the Student Teaching Certificate. Students denied a student teaching certificate may not student teach. Students with prior convictions may make an appointment to discuss their particular situation with the Associate Dean for Teacher Education.

The Teacher Candidate is required to present the Student Teaching Certificate to the Cooperating Teacher on the first day of the student teaching experience. He/she should make a copy for the Cooperating Teacher/cooperating school but maintain the original. Since procedures for recording this certificate vary from district to district; the Cooperating Teacher and/or building principal advises the student teacher of subsequent action if necessary. Teacher Candidates completing more than one student teaching assignment must provide a copy of the Student Teaching Certificate to each Cooperating Teacher.

The Rhode Island Commissioner of Elementary and Secondary Education has determined that the Student Teaching Certificate may be used as a substitute certificate until the end of the academic year upon successful completion of student teaching. Students are encouraged to check with school departments for district policies regarding substitute teaching.

### **Rhode Island Initial Teacher Certification Requirements**

Certification by the Rhode Island State Department of Education, Office of Educator Quality and Certification is contingent upon successful completion of an approved teacher education program and the successful completion of the appropriate certification test(s). Effective January 1, 2004, all applicants for Rhode Island initial teacher certification must pass the required Praxis II Teacher Licensure Test\* to be issued a certificate of eligibility of employment (CEE). The special provisional certificate valid for one (1) year is no longer issued. The Certificate of Eligibility for Employment will be replaced with a provisional certificate when the candidate has secured a teaching position.

\* Individuals who successfully completed all three subsections of the National Teachers Exam (NTE) before the January 1, 2003 change to the PLT are not required to take the PLT. The NTE is no longer offered by ETS.

Tests dates for the Praxis II Teacher Licensure Tests change from year to year, but usually occur in September, November, January, March, April and June. **NOTE:** Candidates must have Praxis II Teacher Licensure Test results sent to Rhode Island College.

### **Rhode Island Teacher Certification Application**

Applicants for a Rhode Island teaching certificate submit a completed application packet to the Rhode Island Department of Education (RIDE), Office of Educator Quality and Certification

Applicants download The Rhode Island Certificate of Eligibility of Employment (CEE) from the RIDE website. Directions for downloading and completing the application for are:

- 1) <http://www.ride.ri.gov/EducatorQuality/Certification/default.aspx>
- 2) Click on State Certification and follow directions for downloading the application and completing application form.

Rhode Island teaching certification application packets must include the following:

- A complete application form
- The certification processing fee of \$25.00 (subject to change)
- Results of the Praxis II Teacher Licensure Test(s)
- A Rhode Island College transcript that indicates the conferral of degree(s)

All required Rhode Island teaching certification application materials are submitted in a complete package: <http://www.ride.ri.gov/EducatorQuality/Certification/default.aspx> will not accept or process incomplete application packages. Failure to submit a complete package of materials will result in the delay of issuance of your Rhode Island teaching certificate.

### **SELECTION OF COOPERATING SCHOOLS, COOPERATING TEACHERS AND COLLEGE SUPERVISORS**

Cooperating schools and Cooperating Teachers are selected for participation in the student teaching experience by partnership school districts in consultation with the Office of Partnerships and Placements. The selection is based on professional standards and demonstration of behaviors reflective of the Feinstein School Conceptual Framework, and the Rhode Island Professional Teaching Standards. General guidelines for selecting Cooperating Teachers are delineated in the partnership agreements between the Feinstein School and its partnership districts. However, each partnership school district retains the right to establish its own internal process for selecting Cooperating Teachers who meet the minimum criteria set forth in the partnership agreement. Furthermore, student teaching assignments are made to ensure Teacher Candidates are exposed to field experiences in diverse settings with students from exceptionalities, diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Programs work with the Office of Partnerships and Placements to ensure Teacher Candidates have been placed in urban core, urban ring, suburban and rural clinical field experiences.

Full-time teacher preparation faculty members and, in some departments, adjunct faculty members serve as College Supervisors. Adjunct supervisors are retired teachers and/or administrators with experience in appropriate grade level (elementary, middle, and secondary) or academic discipline (art, music, and special education) in which they will be assigned student teachers. Adjunct supervisors are identified, and hired by the appropriate teacher preparation program. Adjunct supervisors possess exceptional expertise as determined by the appropriate teacher preparation program. All College Supervisors are responsible for the supervision and evaluation of the student teacher in consultation with the Cooperating Teacher.

A cooperating school must demonstrate the following attributes:

- A school principal who is committed to quality teacher education and exercises overall administrative supervision and support for the field experiences in the school
- Faculty, staff and administration who indicate a willingness and desire to work with Rhode Island College faculty in developing their classrooms into pre-service training sites consistent with the Feinstein School's Conceptual Framework, the Rhode Island Professional Teaching Standards, Rhode Island College policies, and the Performance Indicators for the Selection of Cooperating and Clinical Teachers
- Faculty, staff and administration who work with Rhode Island College faculty in a collegial manner to provide an environment reflecting the Feinstein School's Conceptual Framework, the Rhode Island Professional Teaching Standards, and Rhode Island College policy
- Possess a well-defined curriculum and adequate teaching resources
- Possess appropriate physical facilities

A cooperating teacher must demonstrate the following attributes:

- Model the Rhode Island Professional Teaching Standards
- Make a commitment to develop their teaching in line with the Feinstein School's Conceptual Framework and the Rhode Island Professional Teaching Standards
- Participate in Rhode Island Professional Teaching Standards and the Feinstein School's Conceptual Framework training
- Possess a continuing contract status
- Possess a professional teaching certificate in the grade/subject in which they are currently teaching
- Attain a minimum of three-years teaching experience as a certified teacher in the area in which they are supervising a student teacher or intern.
- Have completed a minimum of one –year teaching in their current grade-level or subject matter assignment.

Upon completion of the initial appointment, the Cooperating Teacher must demonstrate evidence of continuous growth as determined by the partnership school district that includes, but need not be limited to, the following:

- a. Continues to meet all criteria for initial appointment.
- b. Attends educational conferences.
- c. Participates in curriculum development programs and other local committees.
- d. Participates in educational research, learned society presentations, and professional scholarship.
- e. Participates in coursework and/or professional development activities, such as National Board for Professional Teaching Standards certification, for the purpose of refining teaching practice.
- f. Participates in professional organization(s) at the local, state or national levels.
- g. Demonstrates previous successful experiences as a Cooperating Teacher.

College Supervisor qualifications include, but are not limited to, the following criteria:

- a. Possess an advanced degree in the appropriate area of supervision.
- b. Attain a minimum of 3 years experience as a teacher or administrator in the appropriate area (i.e., art, music, special education) and/or level of supervision (i.e., elementary, secondary).
- c. Acquire exceptional experiences at the appropriate grade level and subject area and has participated in professional development.

College Supervisors and are evaluated upon the completion of the student teaching experience by the student teacher and the Cooperating Teacher. Completed evaluations are returned to the Office of Partnerships and Placements and are presented to the appropriate department chairs.

### **The Teacher Candidate (Student Teacher)**

The Teacher Candidate is an active participant of the three-person team (Teacher Candidate, Cooperating Teacher, College Supervisor) working in a school-based setting. The Cooperating Teacher serves as the mentor of the team who, with the College Supervisor, assists the Teacher Candidate to become a successful professional.

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

The Teacher Candidate completes, as minimum requirements, all actions listed below. The Cooperating Teacher and/or College Supervisor may also assign additional duties or activities.

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

### **The Cooperating Teacher**

The Cooperating Teacher is the individual who works on a daily basis with the Teacher Candidate. Collaboration between the Cooperating Teacher and the Teacher Candidate is necessary as the Teacher Candidate is in the classroom on a full-time basis. Initially, the Cooperating Teacher will oversee the actions of the Teacher Candidate carefully and extensively. As proficiency and knowledge of classroom procedures improves, the Cooperating Teacher will transfer increasing duties and responsibilities to the Teacher Candidate. Ultimately, the Teacher Candidate should function in the total teaching role; the Teacher Candidate is required to maintain and perform all functions and activities normally performed by the Cooperating Teacher for the duration of a minimum of three weeks. Throughout the student teaching experience, the Cooperating Teacher is encouraged to develop and maintain a collaborative effort approach with the Teacher Candidate.

To assist the Teacher Candidate in achieving a successful student teaching experience, the Cooperating Teacher is expected to:

1. Accept the Teacher Candidate as a professional novice by providing a warm, supportive atmosphere in the classroom and school
2. Model the characteristics of a Reflective Practitioner to foster effective teaching and learning
3. Understand and model the Rhode Island Professional Teaching Standards (RIPTS)
4. Assist the Teacher Candidate in the development of the Teacher Candidate Work Sample (TCWS)
5. Establish and maintain a specific time for joint planning and evaluation
6. Complete a minimum of three formal observations of the Teacher Candidate. It is expected that at least one observation be completed in conjunction with the College Supervisor. (Note the new observation document is called the **FSEHD Teacher Candidate Observation and Progress Report for Student Teaching**. The Cooperating Teacher can take notes and select ratings on a hard copy of the Teacher Candidate Observation and Progress Report for Student Teaching during the observation itself, but the Office of Partnerships and Placements will no longer be collecting paper copies of this assessment form. Following the observation, we are asking you to enter your data through an electronic website.)
7. Familiarize the Teacher Candidate with instructional materials, supplies, and equipment available to him/her

8. Establish a mutually agreed-upon plan of activities leading from observation to full-time teaching
9. Confer daily with the student teacher on constructive approaches to classroom management, special needs students, and performance assessment
10. Involve the Teacher Candidate in planned opportunities to observe and participate in a variety of professional experiences such as PTA meetings, parent conferences, student clubs, and field trips
11. Provide opportunities for the Teacher Candidate's professional growth through attendance and/or participation at one or more of the following: professional meetings, staff meetings, use of the library/resource center, and by building a personal collection of instructional materials
12. Enhance the Teacher Candidate's progress by providing constructive criticism and informative feedback on a daily basis
13. Participate in regular conferences with the College Supervisor and contact the Supervisor with all questions or requests for assistance
14. Assume the role of counselor in anticipating needs, addressing apprehensions, minimizing fears, and supporting expectations of the Teacher Candidate
15. Demonstrate exemplary teaching and professional responsibility during each phase of the student teaching experience
16. Accept responsibility for the academic progress of pupils by continuing to monitor individual progress and provide instructional assistance as needed
17. Maintain legal responsibility for the physical well being of students by frequently monitoring classroom conditions throughout the student teaching experience

While a Cooperating Teacher observes the Teacher Candidate on a daily basis, he/she also completes three (3) formal observations. At least one of the three observations is completed jointly with the College Supervisor.

## The College Supervisor

The College Supervisor is responsible for preparing, guiding, and supervising the Teacher Candidate throughout the student teaching experience. The College Supervisor works closely with the Cooperating Teacher to ensure that each Teacher Candidate is provided with opportunities for developing skills as a reflective practitioner.

Teacher Candidates with a single placement are observed and evaluated by the College Supervisor a minimum of three (3) times during each student teaching experience. Teacher Candidates in Elementary Education and Special Education are assigned two Supervisors, one for their elementary placement and one for their special education placement. Each Supervisor observes and evaluates the Teacher Candidate a minimum of three (3) times, with at least one observation completed jointly with the Cooperating Teacher.

Teacher Candidates with two assignments may be supervised by the same College Supervisor or by two different Supervisors. The same College Supervisor usually observes and evaluates Teacher Candidates with two (2) placements in the following areas: art education, elementary/middle education, health education, music education, physical education and secondary/middle education. The College Supervisor observes a minimum of three times during each of these placements.

Teacher Candidates in elementary education/special education, early childhood education/special education, and secondary education/special education are assigned an elementary education, early childhood education or secondary education College Supervisor, and a special education College Supervisor. In instances when two different Supervisors supervise a student in two placements, each Supervisor will observe and evaluate a minimum of three (3) times.

A conference between the College Supervisor and the Teacher Candidate occurs following each observation. If individual schedules and teaching responsibilities do not permit a conference after the observation, a meeting will be scheduled at a time convenient for the College Supervisor and the Teacher Candidate. It is recommended that at least one post-observation conference include the Cooperating Teacher; it is ideal if the Cooperating Teacher could also participate in each debrief.

The College Supervisor:

1. Understands and implements the policies and procedures related to the student teaching experience
2. Provides adequate conference time with the Cooperating Teacher and the Teacher Candidate
3. Evaluates the work of the Teacher Candidate jointly with the Cooperating Teacher
4. Serves as a resource person by providing counseling for individual Teacher Candidates concerning professional problems and/or personal problems
5. Completes the appropriate number of observation and evaluation visits and provides additional visits if requested by the cooperating teacher, building principal, or Teacher

## Candidate

6. Completes and submits observation and evaluation reports in a timely manner, and shares these reports with the Teacher Candidate and the Cooperating Teacher
7. Conducts conferences with the Teacher Candidate, and, when possible, the Cooperating Teacher
8. Informs the Cooperating Teacher and Teacher Candidate of specific strengths and weaknesses of the Teacher Candidate and solicits information from the Cooperating Teacher in order to address the professional development of the Teacher Candidate
9. Explains the School's Conceptual Framework, the Reflective Practitioner, and applies knowledge about the reflective practitioner
10. Understands the Rhode Island Professional Teaching Standards and assists the Cooperating Teacher and Teacher Candidate in the application of these standards in the development of the Teacher Candidate Work Sample (TCWS)
11. May also serve as the seminar instructor

## **The School Administrator**

The Principal serves as the educational leader and administrator for the school staff. The Principal or designated leader (such as department chairs at the high school level) is responsible for the curriculum and other instructional activities within the school. As the educational leader, the Principal has designated responsibilities and duties to the teacher candidate.

The Principal or designated leader:

1. Inspires a professional climate for support of the educational programs by commitment to quality teacher education
2. Exercises overall administrative supervision and support for field experiences in the school
3. Promotes a positive image of the student teachers to parents and community
4. Recommends teachers, committed to developing their teaching and classrooms into pre-service sites consistent with the Feinstein School's Conceptual Framework and the Rhode Island Professional Teaching Standards, to serve as cooperating teachers
5. Conducts an orientation for the student teacher(s) assigned to the school and introduces them to members of the faculty and staff
6. Provides facilities and materials necessary for a successful student teaching experience
7. Communicates clear expectations for the cooperating teacher, and provide adequate support

and supervision

8. Observes and evaluates the student teacher a minimum of once during the student teaching experience
9. Conducts an exit interview with each student teacher assigned to the building

The Principal or designated leader maintains the right to request, after appropriate consultation, the removal of any Teacher Candidate for due cause: e.g., inappropriate actions, inadequate preparations for lessons, obvious personal deficiencies, or other action detrimental to the school or school district. The Principal will work closely with the Cooperating Teacher, College Supervisor, and the Assistant Dean in the Office of Partnerships and Placements in matters and situations for removal of a Teacher Candidate.

### **STUDENT TEACHING POLICIES**

The following policies apply to all field placements and clinical experiences, including student teaching:

*Absences.* 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 Teacher Candidate must inform the cooperating teacher, the cooperating school, and the College Supervisor if absent from the school assignment. Absences are allowed for illness or death in the immediate family, as well as medical situations. Absence for any other reasons must have the approval of the cooperating teacher, College Supervisor, and the Assistant Dean in the Office of Partnerships and Placements. Absences must be made up or rescheduled. The number of absences and the arrangement of the make-up schedule is determined by the Assistant Dean in the Office of Partnerships and Placements in consultation with the College Supervisor and cooperating teacher.

*BCI (Background Criminal Investigation) Policy and Procedure.* Rhode Island law<sup>1</sup> requires that all persons seeking employment with a private or public school shall undergo a criminal background check. The law provides that:

(a) Any person seeking employment with a private school or public school department, who has not previously been employed by a private school or public school department in Rhode Island during the past twelve (12) months shall undergo a national and state criminal background check to be initiated prior to or within one week of employment after receiving a conditional offer of employment; provided, however, that employees hired prior to August 1, 2001 and or who have been continuously employed by a public school department in Rhode Island during the past twelve (12) months shall be exempted from the requirements of sections 16-2-18.1 and 16-2-18.2.

(b) The applicant shall apply to the bureau of criminal identification (BCI), department of attorney general for a national and state criminal records check. Fingerprinting shall not be required. Upon the discovery of any disqualifying information, the bureau of criminal identification will inform the applicant in writing of the nature of the disqualifying information;

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<sup>1</sup> R.I. Gen Laws 16-2-18.1

and, without disclosing the nature of the disqualifying information will notify the employer in writing that disqualifying information has been discovered.

(c) An employee against whom disqualifying information has been found may request that a copy of the criminal background report be sent to the employer who shall make a judgment regarding the employment of the employee.

(d) In those situations in which no disqualifying information has been found, the bureau of criminal identification shall inform the applicant and the employer in writing of this fact.

(e) For purposes of this section, "disqualifying information" shall mean those offenses listed in section 23-17-37, and those offenses listed in sections 11-37-8.1 and 11-37-8.3.

(f) The employer shall maintain on file, subject to inspection by the department of education, evidence that criminal records checks have been initiated on all employees seeking employment subsequent to the effective date of this section [July 13, 1998], and the results of the checks. The applicant shall be responsible for the costs of the national and state criminal records check.

(g) At the conclusion of the criminal background check required in this section, the attorney general shall promptly destroy the fingerprint record of the applicant obtained pursuant to this chapter.

A criminal record does not automatically bar an individual from becoming a teacher. However, the Rhode Island Department of Elementary and Secondary Education, as part of the teacher certification process, evaluates applicants to determine, inter alia, whether they are of "good moral character" and a review of the individual's criminal record is part of that evaluation process.

Some school systems in Rhode Island do absolutely bar from employment individuals who have been convicted of those offenses listed in R.I. General Laws § 23-17-37, 11-37-8.1 and 11-37-8.3. These include Providence Public Schools.

In addition, all school departments that provide student teaching opportunities to Rhode Island College students require that those students also undergo a criminal background check.

Accordingly, beginning in January 2010, all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth will be required to undergo the criminal background check process.

## Feinstein School of Education and Human Development

### BCI Procedure

Beginning in January 2010, all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth will be required to undergo the criminal background check process. The original form must be current (within one year) and kept by the individual, ready to present at any time while in the school setting.

For their convenience, students can apply for their criminal background check through the FSEHD Dean's office Room 105 Horace Mann Hall.

- Completed, signed and dated Authorization form
- A check for \$5.00 payable to "BCI"
- A copy of photo identification containing the date of birth (for example, a driver's license, passport or other government-issued identification)

<b>Drop-off Paperwork</b>	<b>Pick up BCI Form</b>
First and fourth week of each semester Times-Check FSEHD website	Five calendar days after drop-off

Students may also apply directly to the Department of Attorney General, Bureau of Criminal Identification. This may be done by mail or in person. The address is 150 South Main Street, Providence, RI 02903. Students should call in advance to determine the hours when the Bureau is open to receive applications.

The student must forward a copy of the report (submission can be through the mail or in person) to Office of the Dean, FSEHD, 105 Horace Mann Hall, Rhode Island College, Providence, RI 02908.

Officials from the Department of Elementary and Secondary Education will conduct an individual review, in consultation with Feinstein School officials and the student, in cases where the student has been convicted of one of the crimes enumerated in R.I. General Laws § 23-17-37, 11-37-8.1 or 11-37-8.3 or where there is a prosecution pending.

*Confidentiality of Student Information.* Confidentiality of student information is appropriate, professional behavior. Student teachers may not discuss the students in their classrooms outside a professional setting.

*Corporal Punishment.* Under no circumstances may a student teacher use corporal punishment, threaten to use corporal punishment, cause corporal punishment to be used, or be an official witness to corporal punishment.

*Legal Responsibilities.* Most school districts provide liability coverage for teachers assigned to their schools. Such coverage is available to assist in the defense fees and damage costs due to action taken by a student or parent. This coverage is available only if the student teacher has not violated

any school district policies or regulations in carrying out job responsibilities. Additional coverage is recommended and is provided by professional organizations.

*Professional Conduct.* Teacher Candidates are expected to conduct themselves in a professional manner at all times. Professional conduct includes proper dress, punctuality, attendance, socialization with students, and adhering to school district and college policies. Students may be removed from student teaching and the Feinstein School of Education and Human Development for such violation.

*Sexual Harassment.* Rhode Island College affirms its commitment to ensuring an environment for all students and employees which is fair, humane, and respectful; an environment which supports and rewards student and employee performance on the basis of relevant considerations such as ability and effort, and which is free of discriminatory, inappropriate, and disrespectful conduct or communication. As an institution of higher education dedicated to fostering and upholding higher order values of human dignity and respect for the individual, Rhode Island College expects a standard of professional behavior and comportment which exceeds that minimally prescribed by law. Behaviors that assert sexuality as relevant to employee or student performance are damaging to this environment in that they compromise institutional integrity and undermine traditional academic values. The College encourages efforts to increase campus awareness of the problems of harassment, and it supports the efforts of faculty, staff and students to provide support and guidance for those members of its community who believe that they have been victims of harassment. Student teachers who believe that they are victims of sexual harassment should consult with the Director of School Partnerships and Field Placements

*Student Teaching Course Load (Effective beginning fall 2010).* The student teaching experience and the student teaching seminar are considered the culminating courses for Teacher Candidates in the Feinstein School of Education and Human Development (FSEHD). All program requirements, including all coursework and courses related to specialization must be fulfilled prior to the placement of a Teacher Candidate in a school setting. FSEHD faculty members expect Teacher Candidates to dedicate their full academic attention to their student teaching duties in the schools the semester they are enrolled. Consequently, Teacher Candidates are not permitted to register for *any* courses other than student teaching, student teaching seminar, and SPED 440 (Collaboration: Home, School and Community) during or after their student teaching experience. Questions concerning this policy should be addressed to the Office of Partnerships and Placement. Appeal Process to this academic policy: A Teacher Candidate may submit a formal written petition to seek permission to take an additional course during student teaching. The petition must include a letter from the candidate, a written recommendation from the Teacher Candidate's academic advisor and a letter of recommendation from the Department Chairperson. The Assistant Dean for Partnerships and Placements considers each request on a case-by-case basis. A request must be submitted by the drop/add date of the semester prior to the Teacher Candidate's placement in student teaching.

*Student Teaching Placement Policy.* Any candidate admitted to FSEHD after August 24, 2009 who majors in Elementary Education or Early Childhood Education or Secondary Education **and** a teaching concentration in Special Education will be required to complete one full semester of student teaching in each certification area.

*Student Teaching Incomplete Policy.*

The Office of Partnerships and Placements will not seek a student teaching placement for a student with an outstanding Incomplete grade on his/her transcript the semester they apply for student teaching.

*Substitute Teaching and Employment by the School District.* Student teachers may not be used as substitute teachers. If the cooperating teacher is absent for more than one-half day, a substitute must be appointed to supervise the class and the student teacher. If the cooperating teacher is absent for one-half day, the principal or designated leader is responsible for the student teacher. Student teachers may not serve as paid employees in the cooperating school during student teaching.

*Use of Personal Automobiles.* Transportation to and from the cooperating school is the student teacher's responsibility. The student teacher may not transport students in a private automobile. This policy includes, but is not limited to, field trips officially sanctioned by the school.

*Use of Cell Phones and Other Personal Technological Devices.* A Teacher Candidate is allowed to carry a cell phone but is not permitted to make personal calls during the school day when in the classroom. District and school rules about cell phones must be followed. Discretion should be used and if a personal call needs to be made, he/she is permitted to make a call on an assigned break or lunchtime. Personal computers should only be used for educational purposes in the classroom setting.

## **PHASES OF STUDENT TEACHING**

Each Teacher Candidate is an individual and there will be differences in how he/she will assume duties and responsibilities. Cooperating teachers and College Supervisors are cautioned against comparing a current Teacher Candidate with former individuals they mentored. The phases of student teaching described below are presented as guidelines. The cooperating teacher, in collaboration with the College Supervisor and student teacher, determines the rate progression through each phase of student teaching.

For the student completing two or more placements in one semester (e.g., Art, Music, Technology, Health Education and Physical Education) the three phases of student teaching will require adjustment. The Teacher Candidate will progress through the phases, especially phase two, at an individual rate; but the following Student Teaching Calendar is a guideline. Complete responsibility for all classroom duties, administrative and instructional, occurs only after the cooperating teacher, the College Supervisor and the Teacher Candidate have reached consensus.

## STUDENT TEACHING CALENDAR

14-WEEK PLACEMENT	7-WEEK PLACEMENT
<b>Phase I: Induction</b>	
<p style="text-align: center;"><b>Week 1 - 2 (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Observe students, class, school</li> <li>• Meet school staff</li> <li>• Learn culture, rules, routines of school</li> <li>• Identify and plan unit to be taught</li> </ul>	<p style="text-align: center;"><b>Week 1 - 2 (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Observe students, class, school</li> <li>• Meet school staff</li> <li>• Learn culture, rules, routines of school</li> <li>• Identify and plan unit(s) to be taught</li> </ul>
<b>Phase II: Immersion</b>	
<p style="text-align: center;"><b>Week 3 – 12 (~10 weeks)</b></p> <ul style="list-style-type: none"> <li>• Assume more responsibilities during this phase</li> <li>• Complete responsibility for day to day operations of the classroom for minimum of four weeks</li> <li>• Teach unit</li> </ul>	<p style="text-align: center;"><b>Week 2 – 6 (~4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Assume more responsibilities during this phase</li> <li>• Complete responsibility for day to day operations of the classroom for minimum of two weeks</li> <li>• Teach unit</li> </ul>
<b>Phase III: Culmination</b>	
<p style="text-align: center;"><b>Week 13 – 14 (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Smooth transition of the classroom back to the cooperating teacher</li> <li>• Complete Candidate Reflection on Student Teaching Experience</li> <li>• Submit completed TCWS for scoring by date assigned</li> <li>• Visit and observe in other classrooms</li> </ul>	<p style="text-align: center;"><b>Week 6 – 7 (1 or 2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Smooth transition of the classroom back to the cooperating teacher</li> <li>• Complete Candidate Reflection on Student Teaching Experience</li> <li>• Submit completed TCWS for scoring by date assigned</li> <li>• Visit and observe in other classrooms</li> </ul>

### Phase I: Induction

Phase One of the student teaching experience is a period of adjustment, and adaptation to the classroom and students. During Phase One, the Teacher Candidate spends the time observing other teachers and engaging in some non-academic responsibilities. During Phase One, the Teacher Candidate gradually assumes additional responsibilities. Phase One is usually completed in the first two weeks. At the end of the first or second week, the College Supervisor, cooperating teacher and Teacher Candidate make plans for completion of the Teacher Candidate Work Sample.

### Phase II: Immersion

Phase two is the progressive sequential involvement during which time the Teacher Candidate assumes greater responsibility for daily teaching. During the second phase of student teaching, the Teacher Candidate must have complete responsibility for the day-to-day operations of the classroom for a minimum of four full weeks for a full placement of fourteen weeks and two weeks for a dual placement of seven weeks. The decision as to when the Teacher Candidate should assume total

classroom responsibility is a decision among the cooperating teacher, College Supervisor, and Teacher Candidate. Full-time student teaching for secondary education and middle level student teachers is defined as a minimum of three (3) class preparations. Students in half semester placements must meet this two-week requirement in each placement.

Teacher candidates who are not deemed ready for total responsibility for the classroom for a minimum of four weeks will not complete the student teaching experience until they are able to successfully accept total responsibility for the required time. Phase Two normally encompasses a period of ten to eleven weeks for a full placement.

### **Phase III: Culmination**

The third phase of the student teaching experience is the smooth transition of the classroom to the cooperating teacher. During this phase, which normally occurs over a one to two week period, the cooperating teacher gradually assumes classroom duties from the Teacher Candidate until the cooperating teacher has full responsibility for classroom activities.

Each student teacher progresses through the three phases of the student teaching experience especially phase two, at an individual rate. Complete responsibility for all classroom duties, administrative and instructional, occurs only after the cooperating teacher, the College Supervisor and the student teacher have reached consensus.

### **Problem Resolution**

Upon recommendation of the principal, cooperating teacher or College Supervisor, the Assistant Dean of Partnerships and Placement shall resolve problems and disputes regarding placement, personnel, and professional conduct. The Assistant Dean attempts to resolve problems at an informal level with all parties concerned. If the problem is not resolved, the Assistant Dean consults with the chair of the department and other appropriate persons and a resolution is considered. If the problem is a serious breach of professional conduct, the Assistant Dean and the chair of the appropriate department confer with school based personnel and a decision is reached. The Assistant Dean should be contacted immediately whenever a problem with a Teacher Candidate occurs.

### **EVALUATION**

The primary role of the cooperating teacher is to facilitate the professional growth and development of the Teacher Candidate in a supportive, non-threatening atmosphere. It is important that the cooperating teacher view this role as a “gatekeeper” of the teaching profession. It is incumbent upon the cooperating teacher to honestly evaluate the degree to which the student teacher demonstrates the strengths and traits necessary to become a successful teacher. It should be noted that basic competence is assumed and continuing growth in the subject matter is expected.

Evaluation of a Teacher Candidate is a continuous process involving the Teacher Candidate, the cooperating teacher and the College Supervisor. The College anticipates that the student teaching

experience includes continuous feedback from self- reflection, participation with the cooperating teacher and the College Supervisor. The student teaching seminars provide the student teacher with insights, which will enable the individual to experience success as a beginning teacher.

The aim of evaluating the student is to:

1. Help the Teacher Candidate realistically view strengths and weaknesses as a classroom practitioner.
2. Provide the Teacher Candidate with guidelines for personal and professional growth.
3. Provide a realistic assessment for the prospective employer to consider the probable success of the individual as a beginning teacher.

The sources of evaluation of a student teacher include self-reflection by the Teacher Candidate, observation data from the cooperating teacher and College Supervisor, daily feedback from the cooperating teacher, and final evaluations completed by the cooperating teacher and reviewed by the College Supervisor.

### **Final Evaluations**

The FSEHD Assessment Committee has revised the evaluation forms completed by the cooperating teacher, College Supervisor, and the Teacher Candidate. These forms are available electronically. A separate link is sent to Teacher Candidates at the end of each placement. Evaluations are embedded in the third objective and Progress Report for the Cooperating Teacher and College Supervisor.

### **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 here, 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.

### **Final Steps**

Upon completion of a teacher preparation program, the Teacher Candidate evaluates his/her cooperating teacher and College Supervisor and the effectiveness of the teacher preparation programs. The College Supervisor comments on the effectiveness of the cooperating teacher and the field site while the cooperating teacher is asked to evaluate the effectiveness of the College Supervisor.

Information gathered from the evaluation of the cooperating teacher is retained in the Office of Partnerships and Placements. Based on these evaluations the Assistant Dean of Partnerships and Placements and the appropriate department chairperson make a joint decision concerning the reappointment of cooperating teachers. Evaluations of College Supervisors and a summary of the student teachers' evaluations of the teacher preparation program are forwarded to the appropriate

department chair for review.

## **PARTICIPATION IN PROGRAM DEVELOPMENT**

Although the teacher preparation programs are based upon state and national accreditation requirements, Rhode Island College seeks student and cooperating teacher input and suggestions. We are interested in comments about advisement procedures, programs of study, quality of instruction, relevance to teaching, and other aspects of teacher preparation at Rhode Island College. Students and cooperating teachers are invited to evaluate teacher preparation programs on a regular basis. It is essential that information is gathered from students and cooperating teachers to assess and improve the School's Teacher Preparation Programs.

In addition to completing the teacher preparation program evaluation form, students also provide informal feedback by sharing thoughts and opinions about the strengths and weaknesses of their teacher preparation program with faculty, department chairs, the Dean of the Feinstein School of Education and Human Development, and the Assistant Dean of Partnerships and Placements.

## **PROFESSIONAL STANDARDS**

Teacher Candidates at Rhode Island College conduct themselves as professionals at all times. This professionalism extends from dress, attendance, and the successful completion of course responsibilities to exhibiting professional behavior in professional education courses as well as in practica and student teaching placement sites. Failure to demonstrate professional behavior is determined by the appropriate teacher preparation program faculty

Recommendation for dismissal from a Teacher Preparation Program for violation of the Professional Standards is subject to review by the appropriate department Admission and Retention Committee. Appeals of an Admission and Retention Committee to recommend dismissal from the School are submitted to the Feinstein School's Associate Dean for Teacher Education, or the Associate Dean for Graduate Studies.

### **Professional Standards**

Rhode Island College Teacher preparation candidates must demonstrate knowledge of/ability to:

#### **I. Content and Pedagogy Skills**

1. subject matter areas;
2. adapt subject matter to grade level or to the needs of the individual child;
3. motivate students;
4. use various assessment procedures;
5. adapt instruction to meet the needs of mainstreamed students;
6. adapt instruction to meet the needs of students' diverse cultures;
7. plan meaningful or significant learning activities;
8. encourage self-direction;
9. use effective classroom management procedures.

## II. Professional Qualities

1. separate personal from professional roles
2. relate to and cooperate with students, parents, peers, supervisors and other school personnel
3. use appropriate verbal communication skills
4. use appropriate written communication skills
5. admit fallibility, accept criticism, and consider opposing opinions, ideas or feelings
6. use and benefit from constructive criticism
7. be aware of needs and interests of students and to take into account individual differences including ethnic and racial diversity
8. demonstrate ethical behavior as evidenced by, but not limited to, respecting the rights of student confidentiality of records, integrity, adherence to school rules, maintaining appropriate interpersonal relationships with students

## III. Personal Traits and Qualities

1. present an appropriate professional appearance in practica and student teaching sites;
2. maintain a calm demeanor when confronted with a volatile classroom situation and/or acting out students
3. perform the physical demands of teaching with minimum absenteeism
4. demonstrate dependability/responsibility to the extent that this affects the student's performance in his/her academic program
4. demonstrate initiative to the extent that this affects the student's performance in his/her academic programs

### **Procedure for Reviewing Violations of Professional Standards**

Faculty provides documentation of the specific violation of professional standard(s) and progressive discipline for the violation. In instances where a serious violation of a professional standard has occurred, a student may be immediately removed from a Teacher Preparation Program pending review by the Feinstein School's Associate Dean for Teacher Education or Associate Dean for Graduate Studies.

Review of cases by a department's Admission and Retention Committee will follow the established process. The faculty member(s) submitting the complaint will provide Admission and Retention Committee with all documentation concerning the violation(s) of the professional standards. Both the student and the faculty member(s) will have an opportunity to appear before the Admission and Retention Committee.

## APPENDIX

### Helpful Resources for Teacher Candidates

If you have a question about.....	Web Address	Office to Contact
Student Teaching Background Checks Community Service Student Teaching Handbook	<a href="http://www.ric.edu/feinsteinschooleducationhumandevlopment/bci.php">www.ric.edu/feinsteinschooleducationhumandevlopment/bci.php</a> <a href="http://www.ric.edu/communityservice/">www.ric.edu/communityservice/</a> <a href="http://www.ric.edu/ospfp/handbook.php">www.ric.edu/ospfp/handbook.php</a>	Feinstein School of Education and Human Development (Horace Mann)
Placement	<a href="http://www.ric.edu/ospfp">www.ric.edu/ospfp</a>	Office of Partnerships and Placements (Horace Mann)
Transcript/ Graduation	<a href="http://www.ric.edu/recordsoffice">www.ric.edu/recordsoffice</a>	Records Office (Building 4)
Job Searching Resumes Job Fairs	<a href="http://www.ric.edu/careerdevelopment">www.ric.edu/careerdevelopment</a>	Career Development Center (Craig Lee)
Academic and Disabilities Support	<a href="http://www.ric.edu/oasis">www.ric.edu/oasis</a>	Office of Academic Support and Info Services (Craig Lee)
State of RI	<a href="http://studentteachinginfo-">http://studentteachinginfo-</a>	RI Dept. of

Certification	<a href="http://ric.wikispaces.com/file/view/RIDE-CertificationInfo.pdf">ric.wikispaces.com/file/view/RIDE-CertificationInfo.pdf</a>	Education
PRAXIS/PPST scores	<a href="http://www.ets.org">www.ets.org</a>	ETS
Mental/Emotional Health	<a href="http://www.ric.edu/counselingctr">www.ric.edu/counselingctr</a>	The Counseling Center (Craig Lee)
Partnership School Districts	Henry Barnard School <a href="http://www.ric.edu/hbs/">http://www.ric.edu/hbs/</a> Bristol/Warren <a href="http://www.bw.k12.ri.us">www.bw.k12.ri.us</a> Burrillville <a href="http://www.bsd-ri.net">www.bsd-ri.net</a> Central Falls <a href="http://www.ri.net/schools">www.ri.net/schools</a> Coventry <a href="http://www.coventryschools.net">www.coventryschools.net</a> Cranston <a href="http://www.cpsed.net">www.cpsed.net</a> Cumberland <a href="http://www.cumberlandschools.org">www.cumberlandschools.org</a> East Greenwich <a href="http://www.ri.net/schools/">www.ri.net/schools/</a> East Providence: <a href="http://ep.k12.ri.us">http://ep.k12.ri.us</a> Exeter-West Greenwich <a href="http://www.ewg.k12.ri.us">www.ewg.k12.ri.us</a> Foster <a href="http://www.ri.net/schools">www.ri.net/schools</a> Foster/Glocester <a href="http://www.ri.net/schools">www.ri.net/schools</a> Johnston <a href="http://www.ri.net/schools/schools/johnston">www.ri.net/schools/schools/johnston</a> Lincoln <a href="http://www.lincolnps.org">www.lincolnps.org</a> Middletown <a href="mailto:ride4454@ride.ri.net">ride4454@ride.ri.net</a> Newport <a href="http://www.newportrischools.org/">http://www.newportrischools.org/</a> North Kingstown <a href="http://www.nksd.net">www.nksd.net</a> North Providence <a href="http://www.ri.net/schools">www.ri.net/schools</a> North Smithfield <a href="http://www.ri.net/schools">www.ri.net/schools</a> Pawtucket <a href="http://www.psdri.net">www.psdri.net</a> Portsmouth <a href="http://portsmouthrischools.tripod.com">http://portsmouthrischools.tripod.com</a> Providence <a href="http://www.providenceschools.org">www.providenceschools.org</a> Scituate <a href="http://www.scituateri.net">www.scituateri.net</a> Times 2Academy <a href="http://times2.org/default.aspx">http://times2.org/default.aspx</a> Smithfield <a href="http://www.smithfield-ps.org">www.smithfield-ps.org</a> Warwick <a href="http://www.warwickschools.org">www.warwickschools.org</a> West Warwick <a href="http://westwarwickpublicschools.com">http://westwarwickpublicschools.com</a> Westerly <a href="http://www.westerly.k12.ri.us">www.westerly.k12.ri.us</a> Woonsocket <a href="http://woonsocketschools.com">http://woonsocketschools.com</a>	Feinstein School of Education and Human Development (Horace Mann)

## LESSON PLANNING GUIDELINES

Teacher Candidates have some flexibility in developing written lesson plans based on the specifics of their placements and the needs of their students, but it is expected that candidates will engage in thoughtful planning for each lesson taught. Written plans should be submitted to the cooperating teacher as far in advance as possible to allow for collaboration and advice, and to the supervisor at least 24 hours before the observation takes place. Cooperating teachers and supervisors may require more or fewer written plans, at their discretion, but candidates should be prepared to construct formal plans, minimally, as they are assigned new content areas, and as they develop a teaching unit. Each Teacher Candidate, cooperating teacher, and supervisor triad should devise a set of shared expectations for the development of formal (and informal) lesson plans; these expectations may change over the course of the student teaching experience, as necessary.

\*The following components will help you ensure that you have included all the basics of lesson planning:

Title; grade level/content area	
Context of the lesson	<ul style="list-style-type: none"> <li>• <i>Why are you teaching this lesson? How does it fit in the “big picture”?</i></li> </ul>
Standards	<ul style="list-style-type: none"> <li>• <i>Which <u>specific</u> content and/or performance standards structure this lesson? RIPTS?</i></li> </ul>
Specific learning outcomes (objectives)	<ul style="list-style-type: none"> <li>• <i>What will students know and/or be able to do as a result of this lesson?</i></li> <li>• <i>Do your outcomes align with your standards?</i></li> </ul>
Opportunities to learn	<ul style="list-style-type: none"> <li>• <i>How will you ensure that <u>all</u> students have an opportunity to be successful in this lesson?</i></li> <li>• <i>How will you differentiate instruction and assessment procedures (content, process, product) as appropriate?</i></li> <li>• <i>What materials and resources, including technology, will you use to reach multiple modalities/ styles/ backgrounds for learning?</i></li> </ul>
Instructional procedures	<ul style="list-style-type: none"> <li>• <i>How will you activate prior knowledge and motivate student learning? (<u>Opening the lesson</u>)</i></li> <li>• <i>How will you ensure active participation by all students? What questions will you ask to foster discussion and reflection on the part of learners? How will you account for movement and transitions within the lesson? Are your learning activities developmentally appropriate and meaningful? How will you know if they’re “getting it”? (<u>Developing the lesson</u>)</i></li> <li>• <i>How will you ensure that the key points of the lesson are made clear? How will you provide for student feedback and demonstrated understanding of the lesson’s key points? (<u>Closing the lesson</u>)</i></li> </ul>
Reflection	<ul style="list-style-type: none"> <li>• <i>How well have your students learned? What’s your evidence?</i></li> <li>• <i>What will you do next?</i></li> <li>• <i>What could you have done differently?</i></li> <li>• <i>What have you learned about your own teaching from this lesson?</i></li> </ul>

\*Adapted from Rhode Island Department of Education Lesson Planning Guidelines, 20

## **Overview of Student Teaching Policies**

### **Date of Admission to FSEHD:**

Any candidate admitted to FSEHD after August 24, 2009 who majors in Elementary Education or Early Childhood Education or Secondary Education and a teaching concentration in Special Education will be required to complete one full semester of student teaching in each certification area. For more information on this new requirement contact the appropriate Department Chair and program

### **Student Teaching Course Load Policy:**

The student teaching experience and the student teaching seminar are considered the culminating courses for Teacher Candidates in the Feinstein School of Education and Human Development (FSEHD). All program requirements, including all coursework and courses related to specialization must be fulfilled prior to the placement of a Teacher Candidate in a school setting. FSEHD faculty members expect Teacher Candidates to dedicate their full academic attention to their student teaching duties in the schools the semester they are enrolled. Consequently, Teacher Candidates are not permitted to register for *any* courses other than student teaching, student teaching seminar, and SPED 440 (Collaboration: Home, School and Community) during or after their student teaching experience. Questions concerning this policy should be addressed to the Office of Partnerships and Placements.

Appeal Process for Course Load Policy: A Teacher Candidate may submit a formal written petition to seek permission to take an additional course during student teaching. The petition must include a letter from the Teacher Candidate, a written recommendation from the Teacher Candidate's academic advisor and a letter of recommendation from the Department Chairperson. The Assistant Dean for Partnerships and Placements considers each request on a case-by-case basis. A request must be submitted by the drop/add date of the semester prior to the Teacher Candidate's placement in student teaching.

### **Incomplete Grades on Transcripts**

The Office of Partnerships and Placements will not seek a student teaching placement for a student with an outstanding Incomplete grade on his/her transcript the semester they apply for student teaching.