

**Rhode Island College, Feinstein School of Education and Human Development**  
**Timeline of Past and Current Practices With Field Experiences and Clinical Practices**

**PAST PRACTICES: PRIOR TO FALL 2009**

No full time administrator for clinical field experiences  
(Director Position)

Paper packets to Teacher Candidates (TC), Cooperating Teachers  
(CT)/College Supervisors (CS)

Insufficient professional development for CT/CS

Paper/hard copies for all observation forms for student teaching

Weak communication with Partnership districts

Limited communication with our laboratory school for student  
teaching and clinical experiences

**PAST PRACTICES: PRIOR TO SPRING 2010**

No policy about courses during student teaching

Paper/hard copies for all observation forms for student teaching

Outdated student teaching handbook

Part-time structure for TC's (9 credits for Elementary Education and  
1 credit seminar) Split placements for Elementary/Special  
Educations (7 weeks for each placement)

**NEW: FALL 2009**

New Assistant Dean in Office of Partnerships and Placements

Wiki with documents for TC, CT, CS

Four assessment workshops offered for CT/CS fall-winter  
(Learned how to implement our observation forms and Teacher  
Candidate Work Sample)

Four STEM and NCTM Math-e workshops

Four workshops on practical tools for cultural competency

SurveyMonkey used for observation reports

Visits to partnership districts

Renewal of contracts and new projects planned

Developed and implemented new student teaching request policy  
and stronger communication with our laboratory school

**NEW: SPRING 2010**

Academic policy about not enrolling in courses during student  
teaching

Checkbox used for observation reports, observation forms, and for  
student teaching grading for CT/CS

Student Teaching Handbook revised

Full time student status for student teaching (ELED and SPED will be  
full 14 week placements for those admitted after 8/24/09)

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**PAST PRACTICES: PRIOR TO SPRING 2010 (continued)**

Outdated Honors Policy

**PAST PRACTICES: PRIOR TO FALL 2010**

Incomplete evaluations for TCs, CTs, and CSs

Data collection for field experience

Paper submissions for practicum requests

CS completed paper forms for mileage reimbursement and mailed to RIC

CT paid through mail

Continued use of electronic data entry for observation reports and grading

Outdated paper observation form at the laboratory school

**PAST PRACTICES: PRIOR TO SPRING 2011**

Limited training for CT and CS

TC completed paper application

Registration process ineffective

Requirements for video absent

**NEW SPRING 2010 (continued):**

Honors in student teaching eliminated; developing a new means of recognizing exemplary teacher candidates

**NEW FALL 2010:**

Assessment Committee and Assistant Dean revised student teaching exit evaluations

Electronic data entry with Zoomerang from faculty for practicum and observation requests

Electronic data entry for mileage reimbursement for college supervisors

Electronic data entry for cooperating teachers and clinical instructors

Use of electronic system to request payment for CT and clinical instructors

Chalk and Wire pilot with 42 Elementary Education, Special Education and some Secondary Education teacher candidates, n=62 with CT and CS

Improved observation form for laboratory school and posted on web for TCs to complete

**NEW: Spring 2011**

Online course for CT/CS being piloted

Ricassessment.org

Student teaching application online

Self-registration for student teaching and seminar

Writing a grant to introduce videos (flip cameras) during student teaching

Chalk and Wire program with Special Education TC's (n=154 including CT and CS)

## **Rhode Island College, Feinstein School of Education and Human Development Timeline of Past and Current Practices With Field Experiences and Clinical Practices**

### **NEW: Fall 2011-Spring 2012**

Chalk and Wire with all Special Education teacher candidates and Secondary History, Math, Music, and English

Two cooperating teacher trainings  
(September 22 and September 29, 2011)

Co-teaching research project with MAT Elementary Education Teacher Candidates

Developed tracking sheet for tracking diverse field experiences for all teacher candidates

Elementary Education seminar being examined and syllabus for 3-credit course (from a 2-credit) developed with some revised content such as best practices, classroom management, conceptual framework, and job search. Teacher Candidate Work Sample (TCWS) proposed as one of the written requirements. Some online modules will be included.

Celebration Committee formed. Planning a ceremony for teacher candidates admitted to teacher preparation programs. Planning a cooperating teacher and practicum teacher recognition dinner for exemplary clinical instructors

### **SPRING 2012**

Tracking diverse field experiences fully implemented for Fall 2012 teacher candidates

Continuation of Chalk and Wire data collection for student teaching and some programs for practicum data

Elementary education revised student teaching seminar pilot course for 1-2 sections

Online course modules for cooperating teacher being re-examined and developed with a different platform (other than Blackboard)  
Will offer some online modules Spring 2012