



BROWN

TEACHER EDUCATION HANDBOOK

BROWN UNIVERSITY MAT PROGRAM 2022-2023

Mission Statement

The Brown MAT program aims to prepare critical, impactful, and reflexive secondary teachers who demonstrate excellence in both their academic discipline and the multifaceted field of education. It aims to produce teachers with deep understanding of the social contexts of education and how they affect students, families, communities, and schools. It seeks to cultivate skills and commitments in pre-service teachers to improve student learning outcomes and promote equity in education. Graduates will be prepared to approach the teaching of students in diverse communities with empathy and cultural competence based in critical reflection that strives to continuously improve their own practice.

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CALENDAR | 2022-2023

Summer Semester

June 13	MAT Orientation – Beginning of Teacher Education Program
July 6-27	Brown Summer High School
July 29	Last Day of Summer Session
August 1-5	Summer Reading Period/Final Work Week
August 5	Summer Work due

August Break

Complete the Educational Laws and Policies Module

Complete the Right to Read Act Awareness Modules

The Right to Read Act requires that Secondary Educators demonstrate awareness of the knowledge and practices of the Science of Reading and Structured Literacy. According to [RIDE](#), “the Science of Reading, or scientific reading instruction, is defined as empirically-based instruction that is grounded in the study of the relationship between cognitive science and educational outcomes. Structured Literacy is defined as an approach to teaching that integrates speaking, listening, reading, and writing by providing explicit, systematic, diagnostic-prescriptive instruction in phonological and phonemic awareness, sound-symbol correspondence (phonics), syllables, morphology, semantics, and syntax. For more information, visit [RIDE’s Structured Literacy page](#).” You will be provided with links to access and complete 5 modules.

Suggested:

Complete the Praxis content exam for your discipline. A waiver can be requested from ETS at the following link [Praxis Fee Waiver](#).

Fall Semester

(The University Calendar can be found at <https://www.brown.edu/about/administration/registrar/academic-calendar-upcoming>)

Mid-August	Everyone is back in Providence and ready to begin Fall Practicum
August 28-29	Graduate Student of Color Orientation (participation is optional)

First day of school	Fall Practicum Begins with teacher professional development days at your residency placement This varies from school to school (check with your mentor teacher)
August 30-31	Graduate School Orientation (participation is required unless you are attending professional development at your placement school)
September 2	Registration for Fall classes opens at 4 PM
September 7	Fall classes begin at Brown University
October 10	Indigenous Peoples' Day (no University exercises)
TBD	Career Workshop: Resume and Organizing the Job Search
November 7	Registration for Spring Semester classes opens at noon
November 23-27	Thanksgiving Recess begins Wednesday at noon
December 13-21	Brown Final Examination Period
December date	Last day of Fall Practicum (check with your mentor teacher)

Spring Semester

January	Spring Student Teaching begins Date depends on your placement; but will be on the first day that schools begins again after break
January 25	Spring Semester classes begin at Brown
TBD	Career Workshop: Preparing for the Interview
March 1	Deadline to submit Praxis scores
March 13-24	Mid-semester Conferences
March 25-April 2	Brown Spring Recess
TBD	Certification Meeting (during class)
May 10	Approximate last day of Student Teaching
May 10-19	Brown Final Examination Period

May 24 Capstone Presentations and Graduation Dinner

May 28 Commencement

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

Introduction

This handbook serves to provide necessary information to candidates seeking teacher certification in Secondary Education in the Brown University Master of Arts in Teaching (MAT) program. In particular, it addresses the course schedule and field-based experiences of the MAT program. It is aligned with the Rhode Island Professional Teaching Standards (RIPTS) and the Brown-Adapted Danielson Framework for Teaching (FFT). These standards define expectations by which candidates will be evaluated on their professional development over the course of the year.

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

The Brown MAT Program

The MAT secondary program in English, social studies, science (biology, chemistry, physics/engineering), or mathematics consists of three distinct, yet interconnected, semesters. Candidates begin the MAT year by teaching at Brown Summer High School, followed by a residency year which includes coursework and school site participation building up to full-time student teaching in the Spring semester. Throughout the year, there is a consistent focus on the integration of theory and practice. MATs are coached in their efforts to transform subject matter into exciting and innovative curricula by Brown Teacher Education faculty. These faculty are both scholars within their discipline and experienced secondary school teachers who maintain an active relationship with the school community. The secondary program emphasizes standards-based and assessment-driven instruction, culturally responsive teaching, and a belief in high expectations for all students.

To move from one stage of the program to the next, candidates must make progress in meeting the Rhode Island Professional Teaching Standards (RIPTS) as evaluated by the [Brown-Adapted Danielson Framework for Teaching Rubrics](#). Progress is assessed regularly through the means described in each section of the handbook. If it is determined that a candidate is having difficulty making progress, the candidate is referred to the Director of Teacher Education. After evaluation, the case may then be sent to the Teacher Education Graduate Committee. This committee then decides the conditions under which the candidate may continue in the program. In the case of non-satisfactory performance to the degree expected on the Professional Teaching Standards at the end of a semester, a candidate may be dismissed from the program. In order to be recommended for certification, candidates must fulfill all degree requirements for the Master of Arts in Teaching Program at Brown University and pass all state required tests.

Students in Difficulty

In the case of extenuating medical or personal circumstances at any point during the program, a student should contact the Associate Dean of Student Support at the Graduate School at 401-863-2600.

Schedule

The design of the program makes it necessary for all candidates to begin the program in June and complete the 12-month sequence. The 2022 summer session runs from June 13-August 4. The Brown University academic year begins on September 7, 2022; however, candidates will begin the residency component of the Fall semester in accordance with their school placement calendar. Spring student teaching is expected to begin in early January when the school residency site resumes classes after the end of December break. Commencement is May 28th.

Requirements for Admission: MAT

1. **Experience:** All applicants must have an appropriate background to teach their subject or field. Applicants should have some prior experience working with adolescents. No teaching experience or coursework in education is necessary.
2. **Coursework:**
 - a. English applicants should have a Bachelor's Degree with a major in English or substantial study in a related area of study. A minimum of 8 courses (or 30 units) in English or related areas is required for admission and should include work in the following: theories of writing or theories of teaching writing; critical theory; literature of the Western canon, including Chaucer, Shakespeare, and the English romantic poets; American literature; American ethnic literature; modern and contemporary literature; literature in translation or world literature; poetry; drama; linguistics, focusing on the structure of language and social influences on language development and use; and media studies. Applicants whose areas of study are Comparative Literature, American Studies, African American Studies, Ethnic Studies, Creative Writing or Composition are encouraged to speak with the director to inquire about whether their courses meet certification requirements.
 - b. Social Studies applicants should have a Bachelor's Degree with a major in history or a social science field (excluding psychology) or substantial study in related areas and should have completed a minimum of 9 courses (or 36 units) distributed in multiple areas of social studies. Applicants should have at least 1 course in each of the following areas: American/U.S. History, Non-Western History, and Ethnic Studies. Their coursework must also provide evidence of a breadth of knowledge that encompasses these areas: American history, Western civilization, Non-Western civilization, European history, Anthropology, Economics, Geography, Political Science, Sociology, and Ethnic Studies.
 - c. Science applicants should have a Bachelor's Degree with a major in biology, chemistry, physics/engineering or substantial study in related areas. Biology applicants should have completed a minimum of 8 courses (or 30 units) before entering the program which include foundations in botany, zoology, physiology,

genetics, and ecology. Chemistry applicants should have completed a minimum of 8 courses (or 30 units) before entering the program which include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry, and biochemistry. Physics/engineering applicants should have completed a minimum of 8 courses (or 30 units) before entering the program which include foundations in mechanics, electricity and magnetism, optics, properties of matter, and thermodynamics.

- d. Mathematics applicants should have a Bachelor's Degree with a major in mathematics or have substantial study in related areas and should have completed a minimum of 8 courses (or 30 units) in mathematics which include: linear algebra; differential equations; statistics; geometry, and calculus.
3. **Interview:** An interview is required of each qualified applicant for admission. This interview may occur face-to-face or remotely.
 4. **Writing Sample:** Applicants for the MAT in English must submit a writing sample in addition to their personal statement.
 5. **Deadline for Application:** Completed MAT degree and 5th-year MAT applications must be received by the Graduate School by January 15. Combined degree applications must be received by either Oct. 1st or April 1.
 6. **Tuition and Financial Aid:** Tuition for the 2022-2023 academic year is \$62,682.00. MATs are eligible for financial aid in the form of tuition support. Financial aid is awarded on the basis of financial need and merit. In addition, students may be eligible to borrow funds through the Federal Direct Student Loan Program depending on financial need. Consideration for need-based federal aid (Federal Direct Loans and Federal Work-Study) is based on status as a U.S. citizen or permanent resident of the U.S. and is determined by completing the Free Application for Federal Student Aid (FAFSA): <https://studentaid.gov/h/apply-for-aid/fafsa>. Candidates applying for financial aid must complete a FAFSA and the Brown University Supplemental Financial Aid Application. Forms and detailed information can be found at: www.financialaid.brown.edu.
 7. **Status of Application:** Applicants will be notified of admission decisions no later than April 1.

Course of Study: MAT

The Graduate School at Brown offers a 12-month (summer plus academic year) MAT program to prepare college graduates for careers as secondary school teachers of English, social studies, science, or mathematics. The program consists of eight credits taken in education, including the summer practicum and academic-year residency.

Program Course Credits: MAT

A total of 12 courses (8 credits; 32 credit hours) is required for the MAT degree. [Brown 5th-year MAT candidates](#) can transfer in the undergraduate equivalent of EDUC 2500 toward their MAT degree. [Combined baccalaureate/MAT degree applicants](#) can take the undergraduate equivalents of EDUC 2500 and EDUC 2385 to count toward their MAT degree.

Summer 2022

EDUC 2500	Foundations of Teaching and Learning	1 cr.
EDUC 2510	Educational Theory and Practice 1: Fundamental Methods <i>Section A: English; Section B: Social Studies; Section C: Science; Section D: Mathematics</i>	1 cr.

Fall 2022

EDUC 2515	Learning Theory and Special Populations	.5 cr.
EDUC 2520	Education Theory and Practice II <i>Section A: English; Section B: Social Studies; Section C: Science; Section D: Mathematics</i>	.5 cr.
EDUC 2525	Instructional Design, Planning, and Integrating Technology	.5 cr.
EDUC 2535	Literacy and English Language Learners I	.5 cr.
EDUC 2565	Practicum and Seminar I: Fall	.5 cr.
EDUC 2385	Education Inequality and Community Assets: Contexts & Change	1 cr.

Spring 2023

EDUC 2545	Literacy and English Language Learners II	.5 cr.
EDUC 2555	Assessment and Using Data	.5 cr.
EDUC 2530	Education Theory and Practice III <i>Section A: English; Section B: Social Studies; Section C: Science; Section D: Mathematics</i>	.5 cr.
EDUC 2575	Student Teaching and Seminar: Spring	1 cr.

MAT Course Registration

Brown University will register students for their initial summer semester. Students will need to register for their Fall and Spring courses online.

Certification

Candidates are expected to have taken the required courses in their content area during their undergraduate studies, passed all of the MAT program requirements, and must pass the required Praxis exams in order to fulfill certification requirements and be recommended for certification by the program.

Certification Process

Upon successful completion of all components of the 12-month Teacher Education program, MAT candidates receive a Master of Arts in Teaching degree. These components include all required subject and education related coursework, field experience in Brown Summer High School, the completion of the Educational Laws and Policies Module, the completion of the Right to Read Act Awareness modules, the fall component of the residency experience, student teaching in the residency during the spring semester, the capstone project, and two electronic

portfolios. After completing these requirements and passing the required Praxis II tests, candidates are eligible to receive initial certification from the RI Department of Education.

Rhode Island is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) [Interstate Agreement](#), allowing graduates reciprocal certification without transcript evaluation in most states. Graduates of the program may be eligible for teacher certification by transcript evaluation in the states that are not NASDTEC members. Please note that several states require additional testing such as Massachusetts, New York, and California. More information will be provided at certification meetings and can be obtained from the academic program manager. It is the candidate's responsibility to obtain pertinent information about current certification guidelines in other states.

Certification meetings will be held during the course of the year to outline the certification process. The academic program manager will review all applications and provide candidates with specific information pertaining to the certification process.

All candidates must complete the following steps:

1. Take and pass the Praxis II exams listed below no later than MARCH 1; however, MAT candidates are encouraged to take the exams sooner. See www.ets.org/praxis for registration information. Test dates are generally posted during the summer months. You can apply for a fee waiver through ETS (do this as early as possible) https://www.ets.org/praxis/about/fees/fee_waivers/. Students are only eligible for one fee waiver from ETS per testing year. Students who obtain the fee waiver from ETS and need additional support to pay for the second test should contact the academic program manager with a request for additional support.

- a. Praxis Principles of Learning and Teaching (PLT) exam no longer required effective June 1, 2022.

b. Praxis II Subject Assessment tests

English: English Language Arts Content and Analysis (#5039) Passing Score = 168

Mathematics: Mathematics (#5165) = 159

Social Studies: Social Studies: Content Knowledge (#5081) Passing Score = 162

Science:

i. Biology: Content Knowledge (#5235) Passing Score = 157

ii. Chemistry: Content Knowledge (#5245) Passing Score = 156

iii. Physics: Content Knowledge (#5265) Passing Score = 146

Important Note: Effective September 1, 2022

Science:

iv. Biology (#5236) Passing Score = 154

v. Chemistry (#5246) Passing Score = 146

vi. Physics (#5266) Passing Score = 145

2. Send scores to Brown (RA3094) AND the RI Department of Education (R8077).

3. Once the program recommends you for certification following completion of the program in May, you will receive an email prompting you to complete the certification process and pay any necessary fees.

Capstone Project Presentation Requirement

During your yearlong residency placement, you will complete a capstone project. Elements of the project are supported in various programmatic courses. The details of the capstone requirements are found under each semester's calendar in this handbook. In order to pass this component of the program, you must demonstrate a positive impact on student learning.

THE 2022-2023 MAT CLINICAL EXPERIENCE

Introduction

The clinical component of the Brown MAT program is an integral experience of teacher preparation. Our program is designed so that the theory you are learning in your coursework directly applies and is informed by your practice of teaching. Candidates in the Brown MAT program complete extensive yearlong clinical preparation which begins in the summer with Brown Summer High School and continues throughout the academic year in a residency experience. Our partner schools and mentors have been selected because of their shared commitment to urban education and expertise. We view our work with mentors and school personnel as a truly collaborative relationship and we dedicate ourselves to creating communities focused on improving education for all students.

We realize that each clinical experience will be unique, because each school and its students are unique. This handbook sets out to elucidate key components of the clinical experience which are common throughout all aspects of the experience and to provide guidelines so that a rich clinical experience is achieved.

The information in this booklet has been created with the input of mentor teachers and administrators who have worked closely with our candidates. We are grateful for their continued dedication to developing future teachers.

Rhode Island Professional Teaching Standards (RIPTS)

Our program has been designed to meet the RIPTS. The clinical experience is the practical element of the program that allows candidates to practice and refine their abilities to meet these standards. The [Danielson's Framework for Teaching](#), which is aligned with those standards, guides the work of the program.

Standard 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.

- 1.1. Reflect a variety of academic, social, and cultural experiences in their teaching
- 1.2. Use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement
- 1.3. Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- 1.4. Facilitate student involvement in the school and wider communities

Standard 2: Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.

- 2.1. Know their discipline/content areas and understand how knowledge in their discipline/content area is created, organized, linked to other disciplines, and applied beyond the school setting

- 2.2. Design instruction that addresses the core skills, concepts, and ideas of the disciplines/ content areas to help all students meet Rhode Island’s learning standards
- 2.3. Select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas
- 2.4. Engage students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop conceptual understanding
- 2.5. Represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

Standard 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- 3.1. Understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- 3.2. Design instruction that meets the current cognitive, social and personal needs of their students
- 3.3. Create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class

Standard 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- 4.1. Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- 4.2. Use their understanding of students (e.g., individual interests, prior learning, cultural background, native language, and experiences) to create connections between the subject matter and student experiences
- 4.3. Seek information about the impact of students’ specific challenges to learning or disabilities on classroom performance, and work with specialists to develop alternative instructional strategies to meet the needs of these students where appropriate
- 4.4. Make appropriate accommodations and modifications for individual students who have identified learning differences or needs in an Individualized Educational Plan (IEP), 504 Accommodation Plan, Personal Literacy Plans (PLP’s), or other approved school-based individualized learning plans (ILP’s)

Standard 5: Teachers create instructional opportunities to encourage all students’ development of critical thinking, problem solving, performance skills, and literacy across content areas.

- 5.1. Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills
- 5.2. Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives

- 5.3. Make instructional decisions about when to provide information, when to clarify, when to pose a question, and when to let a student struggle to try to solve a problem
- 5.4. Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- 5.5. Use tasks that engage students in exploration, discovery, and hands-on activities

Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- 6.1. Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- 6.2. Establish a safe, secure and nurturing learning environment that supports the active engagement of all students
- 6.3. Provide and structure the time necessary to explore important concepts and ideas
- 6.4. Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- 6.5. Create learning groups in which all students learn to work collaboratively and independently
- 6.6. Communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning

Standard 7: Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

- 7.1. Work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement
- 7.2. Develop relationships with students and their families to support learning
- 7.3. Understand the role of community agencies in supporting schools and work collaboratively with them as appropriate

Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.

- 8.1. Use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning
- 8.2. Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning
- 8.3. Use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- 8.4. Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others and group interaction
- 8.5. Seek knowledge of and demonstrate sensitivity to the particular communication needs of all students

Standard 9: Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.

- 9.1. Select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments
- 9.2. Identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- 9.3. Systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- 9.4. Provide students with opportunities and guidance to evaluate their own work and behavior against defined criteria and use the results of self-assessment to establish individual goals for learning
- 9.5. Use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- 9.6. Maintain records of student learning and communicate student progress to students, parents/ guardians, and other colleagues
- 9.7. Use information from their assessment of students to reflect on their own teaching, to modify their instruction and to help establish professional development goals

Standard 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

- 10.1. Solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- 10.2. Explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning
- 10.3. Take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers
- 10.4. Take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning

Standard 11: Teachers maintain professional standards guided by legal and ethical principles.

- 11.1. Maintain standards that require them to act in the best interests and needs of students
- 11.2. Follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families
- 11.3. Follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/ guardians', and teachers' rights and responsibilities
- 11.4. Interact with students, colleagues, parents, and others in a professional manner that is fair and equitable

- 11.5. Are guided by codes of professional conduct adopted by their professional organizations

Clinical Experience Policies

General Statement

The clinical experience component of the program includes two parts: teaching in Brown Summer High School and a year-long residency placement at a partner school. In each component, the candidate is paired with a master teacher in their discipline.

Conduct

Candidates in the MAT program are obligated to meet all of the following conduct and disciplinary obligations throughout their participation in the classroom and clinical placement portions of those programs:

- a.) the Brown University Teacher Education Program Code of Professional Conduct;
- b.) the Rhode Island Educator Code of Professional Conduct;
- c.) professional standards or competencies of their professional course of study; and
- d.) rules/policies of the school in which their clinical experience is made.

Assignment to Clinical Experiences

Candidates are placed in a variety of school settings in the Providence area. Serious consideration is given to each candidate's assignment. Placement involves such factors as the number of positions available at a school, the mentor teachers at each location, and access to transportation. Candidate input is invited and first preferences are accommodated whenever possible. There is an online survey of candidates, followed by an interview with the disciplinary-based MAT faculty to understand candidate preferences and future goals. In the end, however, the MAT faculty member together with mentors, make final decisions about placements.

We have partnered with local urban schools who are committed to preparing future teachers. Clinical experience partner schools are chosen based on the availability and evidence of resources to provide MAT candidates with an environment in which to practice implementing effective instruction for all children. Qualities of effective field sites include:

- A school ethos where reflection on and analysis of teaching and learning is an integral component of the professional culture and where the mentor is able to exhibit and instruct the MAT candidate.
- The provision for highly qualified teachers to work closely with candidates and their MAT faculty by communicating through frequent feedback and assessments.

The Teacher Education Program holds a required student teacher orientation prior to the beginning of the residency. Each candidate should contact the mentor teacher and arrange a meeting prior to beginning the residency. The MAT should become familiar with the mission and goals of the school, as well as the curriculum standards, and get copies of appropriate textbooks, materials, and outlines of skills and content expectations. The candidate and mentor

teacher should discuss what is expected in the early days of the placement. Candidates often arrange with fellow student teachers to carpool to and from school, both for logistical reasons (parking around the school may be hard to find), and as yet another means of peer support and communication.

Problems in Clinical Experiences

In the event that a candidate encounters problems related to the clinical experience, the candidate has a responsibility to contact their disciplinary-based faculty member to resolve the problem. If the problem is not resolved to a satisfactory conclusion and requires a change in placement, the candidate and the faculty member will meet with the Director of the Teacher Education Program to develop a plan which includes discussing the change in placement with the mentor teacher and the school administrator at the placement.

Background Check and Violations of the Law

- a.) All candidates must complete a background check and TB Screening to be eligible for work in any clinical setting. The background check and TB Screening must be completed prior to entering your placement.
- b.) During the program, if a candidate is charged with a crime, they must report this to their faculty director and the Director of the Teacher Education Program.
 - 1.) The Director of the Teacher Education Program may suspend the candidate from the field experience pending resolution of the matter.
 - 2.) The Director of the Teacher Education Program, in collaboration with the Teacher Education Graduate Committee, may choose to suspend the student from the program.
 - 3.) The Director of the Teacher Education Program may recommend to the Dean of the Graduate School that the student be terminated from the program.

Performance Evaluation

An important aspect of the clinical experiences is evaluation of performance in the placement. Students are expected to following the rules and expectations regarding responsibilities during a clinical experience:

- a.) Evaluation of students is completed by the faculty supervisor in consultation with a mentor teacher according to the criteria established for each experience (see details in sections related to each experience.) The criteria are all aligned with the RIPTS and the Brown-Adapted Danielson Framework for Teaching Rubric.
- b.) A candidate who is asked to leave a field placement by school personnel or is removed from a placement by the department for unsatisfactory professional performance will meet with the Director of Teacher of Education. The case will then be sent to the Teacher Education Graduate Committee for review. In the event that it is determined that a candidate cannot be assigned another placement, the candidate will not receive credit for the clinical experience and will be dismissed from the program.

Danielson’s Framework for Teaching (FfT) aligned with the Rhode Island Professional Teaching Standards (RIPTS)

DOMAIN 1: PLANNING AND PREPARATION (CLUSTER 1 RUBRIC)		DOMAIN 2: THE CLASSROOM ENVIRONMENT (CLUSTER 2 and 3 RUBRICS)	
1a	<p align="center">Demonstrating Knowledge of Content and Pedagogy (RIPTS #1.3, 2.4)</p> <ul style="list-style-type: none"> Content Knowledge • Prerequisite Relationships • Content Pedagogy 	2a	<p align="center">Creating an Environment of Respect and Rapport (RIPTS #1.4, 6.4, 8.5)</p> <ul style="list-style-type: none"> Teacher interaction with students • Student interaction with students
1b	<p align="center">Demonstrating Knowledge of Students (RIPTS #1.1, 2.4, 3.1,3.2, 3.3, 4.1, 4.2, 4.2, 4.4)</p> <ul style="list-style-type: none"> Child Development • Learning Process • Special Needs Student skills, knowledge, and proficiency • Interests and cultural heritage 	2b	<p align="center">Establishing a Culture of Learning (RIPTS #5.1, 6.2, 8.4)</p> <ul style="list-style-type: none"> Importance of content • Expectations for learning and behavior Student pride in work
1c	<p align="center">Setting Instructional Outcomes (RIPTS #1.2,2.4, 2.5, 3.2)</p> <ul style="list-style-type: none"> Value, sequence, and alignment • Clarity • Balance Suitability for diverse learners 	2c	<p align="center">Managing Classroom Procedures (RIPTS #6.1, 6.2, 6.3, 6.5)</p> <ul style="list-style-type: none"> Instructional groups • Transitions • Materials and supplies Non-instructional duties
1d	<p align="center">Demonstrating Knowledge of Resources (RIPTS #1.2, 2.3, 2.5, 7.3)</p> <ul style="list-style-type: none"> For classroom • To extend content knowledge • For students 	2d	<p align="center">Managing Student Behavior (RIPTS #6.2, 6.6)</p> <ul style="list-style-type: none"> Expectations • Monitoring behavior • Response to misbehavior
1e	<p align="center">Designing Coherent Instruction (RIPTS #1.2, 2.2, 2.3)</p> <ul style="list-style-type: none"> Learning activities • Instructional materials and resources Instructional groups • Lesson and unit structure 	2e	<p align="center">Organizing Physical Space (RIPTS #6.2)</p> <ul style="list-style-type: none"> Safety and accessibility • Arrangement of furniture and resources
1f	<p align="center">Designing Student Assessments (RIPTS #9.1, 9.7)</p> <ul style="list-style-type: none"> Congruence with outcomes • Criteria and standards Formative Assessments • Use for planning 		
DOMAIN 4: PROFESSIONALISM (CLUSTER 6 RUBRIC)		DOMAIN 3: INSTRUCTION (CLUSTER 4 and 5 RUBRICS)	
4a	<p align="center">Reflecting on Teaching (RIPTS #10.1)</p> <ul style="list-style-type: none"> Accuracy • Use in future teaching 	3a	<p align="center">Communication with Students (RIPTS #6.6, 8.1, 8.2, 8.3)</p> <ul style="list-style-type: none"> Expectations for learning • Directions and Procedures Explanations of content • Use of oral and written language
4b	<p align="center">Maintaining Accurate Reports (RIPTS #9.3)</p> <ul style="list-style-type: none"> Student completion of assignments • Student progress in learning Non-instructional records 	3b	<p align="center">Using Questioning and Discussion Techniques (RIPTS #5.2, 8.4)</p> <ul style="list-style-type: none"> Quality of Questions • Discussion Techniques • Student Participation
4c	<p align="center">Communicating with Families and Students (RIPTS #7.2,9.6,11.4)</p> <ul style="list-style-type: none"> About instructional program • About individual students Engagement of families in instructional program 	3c	<p align="center">Engaging Students in Learning (RIPTS #5.4, 5.5)</p> <ul style="list-style-type: none"> Activities and assignments • Student groups Instructional materials and resources • Structure and pacing
4d	<p align="center">Participating in a Professional Community (RIPTS #1.3, 7.1 11.4)</p> <ul style="list-style-type: none"> Relationships with colleagues • Participation in school projects Involvement in culture of professional inquiry • Service to school 	3d	<p align="center">Using Assessments in Instructions (RIPTS #9.1, 9.2, 9.3, 9.4, 9.5, 9.6)</p> <ul style="list-style-type: none"> Assessment criteria • Monitoring of student learning Feedback to students • Student self-assessment and monitoring
4e	<p align="center">Growing and Developing Professionally (RIPTS #1.3, 10.2, 10.3)</p> <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Service to the profession 	3e	<p align="center">Demonstrating Flexibility and Responsiveness (RIPTS #5.3)</p> <ul style="list-style-type: none"> Lesson adjustment • Response to students • Persistence
4f	<p align="center">Showing Professionalism (RIPTS #1.4, 7.3, 10.3, 11.1., 11.2, 11.3, 11.5)</p> <ul style="list-style-type: none"> Integrity/Ethical conduct • Service to students • Advocacy Decision-making • Compliance with school/district/university regulations 		

Summer – Educational Theory and Practice (ETP) 1: Fundamental Methods with the Brown Summer High School Experience

An integral part of the disciplinary methods course, ETP1, is the candidate's 4-week experience as a faculty member of Brown Summer High School (BSHS), an enrichment program for students entering 9th-12th grades. The instructional program is taught by teams of MAT candidates under the guidance of mentor teachers from local schools and supervised through a collaborative process with the program faculty. This experience is integrated extensively with assignments in the Educational Theory and Practice 1 course through assignments that address general topics in: disciplinary standards (e.g., CCSS, NGSS, etc.), planning; curriculum development; instruction and assessment; diversity issues; and specific topics in each of the four content areas: English, Social Studies, Mathematics or Science. Specific guidelines related to the candidate's responsibilities in BSHS are provided in ETP1 and the BSHS handbook.

Summer Calendar

June 13-29	Educational Theory and Practice 1 Foundations of Teaching and Learning
July 6-27	Brown Summer High School
July 29	Last Day of Summer Session
August 1-4	Summer Reading Period/Final Work Week
August 5	Summer Work Due
August Break	Educational Laws and Policies Module

Summer Capstone Requirements

Philosophy of Teaching (RIPTS #10)

Reflective Teaching Presentation: Connection to Standards, Lesson Description, Student work (RIPTS #2, 3, 4, 5, 6, 8, 9)

- What does this say about who I am as a teacher?
- What did my students learn?
- How would I change the lesson to improve it?

Roles of principals, candidates, mentors, supervisors

Principals

- Maintain organized records of all aspects of BSHS
- Create a safe and positive BSHS school community
- Hold recruitment events at local public middle and high schools during May and June

- Register students
- Hold parent orientation
- Hold new faculty orientation
- Write faculty handbook
- Schedule students into classes and advisories
- Finalize advisory curriculum and handbooks and communicate curriculum to BSHS faculty
- Arrange guest speakers
- Confer with university offices regarding BSHS
- Keep track of daily attendance and communicating with parents, students, and faculty about attendance
- Maintain confidentiality
- Organize assemblies
- Proofread and assembling evaluative comments for all students
- Have overall responsibility for student safety and community
- Are responsible for student and faculty scheduling
- Are responsible for communication with students and faculty regarding classroom and school behavior and evaluations/report cards

MAT Candidates

- Read the BSHS faculty handbook
- Develop curriculum for and instruct one section of BSHS with one or two peers and the support of a master teacher mentor
- Create a welcoming community of teachers and students
- Record student attendance and academic performance
- Communicate student performance with principals, students, and families
- Communicate with principals about issues
- Complete assigned duties (breakfast setup, lunch setup, clean up)
- Attend community building events (e.g., registration day, Family Night)
- Attend BSHS faculty meetings

Mentors

- Help to develop, review, and provide feedback on team units and lesson plans prior to the start of BSHS.
- Review and provide daily feedback on the team's lesson prior to instruction.
- Observe the instruction of MAT candidates on your team
- Provide feedback notes/summary of observations
- Lead daily debrief supporting reflection about the instruction.
- Evaluate candidate performance
- Meet and communicate with MAT faculty about candidate performance
- Attend Educational Theory and Practice 1 classes as required

MAT Faculty

- Teach Educational Theory and Methods (ETP) 1
- Guide and provide feedback on the design of candidate curricular units and lessons
- Conduct observations of candidate instruction and provide feedback
- Coordinate and lead mentor work with candidates

- Evaluate candidate work

Performance Evaluation Expectations

In order to be considered qualified to advance to the next segment of the program by summer's end, the candidate must successfully demonstrate:

- Performance that meets standard on the Brown University Adapted Danielson Framework for Teaching (FfT) Cluster Rubrics. Throughout the summer, a candidate must achieve at least basic in all clusters. If during the summer experience, a candidate receives an overall rating of unsatisfactory on any cluster for any evaluation, the candidate will have a conference with the faculty supervisor and the Director of Teacher Education to discuss a learning improvement plan.
- The key benchmarks for acceptable progress in the program are as follows:
 - By the midterm of BSHS, the candidate must meet proficiency in Cluster 6 and have no clusters evaluated as unsatisfactory.
 - By the end of BSHS, the candidate must meet overall proficiency in Clusters, 2, 3, and 6 and have no clusters evaluated as unsatisfactory.
- Candidates will not be qualified to advance to the next semester of the program if any cluster is evaluated as being at the unsatisfactory level as a teacher in BSHS and as a colleague on the teaching team. The candidate must also attain the level of proficiency in Clusters 2, 3, and 6. Candidates are regularly observed and assessed by the mentor teacher and the faculty supervisor. At the conclusion of BSHS, both candidates and mentors prepare a written assessment of the candidate's accomplishments based on the FfT, outline goals for the future and ascertain whether or not the candidate is prepared to advance. The disciplinary-based faculty supervisor prepares summary notes and refines goals for the academic year based on a review of the summer experience. Success is measured by the candidate's achievement in each of the FfT components. (See the "Proficient" section of the detailed performance rubrics). In the case that a candidate does not successfully meet performance competency requirements, no credit (NC) will be assigned to Educational Theory and Practice 1, a letter of warning will be issued, and the candidate will be referred to the Teacher Education Graduate Committee. This committee is composed of the Director of the Teacher Education Program, a teacher education faculty member who is not a direct supervisor of the candidate's teaching, and a tenured or tenure-track faculty member in the Department of Education. The committee decides whether the candidate will be allowed to continue in the program and, if so, the committee will outline the conditions under which the candidate may continue in the program. The Graduate School will also be notified of the case.
- Satisfactory attendance, participation in all course activities, and completion of all assignments are expected. Assignments are carried out slightly differently in each of the four content areas. Each candidate should see the course syllabus for a full description of assignments.

Digital Portfolio- BSHS

Your digital portfolio (archived on Digation.com) will be the record of your teaching experience during Brown Summer High School - the summer practicum experience. You will design your portfolio around RIPTS-aligned Framework for Teaching Clusters.

Elements for your portfolio should be added throughout the summer. In addition to the Cluster-based Overviews, you will need to gather artifacts from your summer teaching practicum to support and provide examples of ideas and teaching practices that you comment on in the reflections segment of your digital portfolio. Required artifacts are outlined in the BSHS Digital Portfolio Checklist. Artifacts include lesson plans, activities, instructions, photos / digital scans of student work, your feedback on student assessments. Along with each artifact, you should write a reflection of how the artifact demonstrates that you met a particular standard. During the summer, you will write 6 cluster-based overview reflections. The specific list of requirements is found in [Appendix B](#).

In case of Emergency

When any emergency situation arises in BSHS, each group's mentor should take immediate responsibility. The Faculty Director of BSHS and the principals should always be informed immediately.

Academic Year - Residency Placement Summary

The residency school placement, which includes a fall practicum and student teaching, is the heart of the Brown Teacher Education Program, the hub around which other courses and experiences revolve. Throughout the year, the candidate will have the opportunity to integrate their courses and to transform subject matter knowledge into effective classroom activities. The candidates will begin the year at the placement focusing on getting to know the students, understanding the context of the school, making observations, and taking on an apprentice role. During the spring semester, MAT candidates spend the entire school day working closely with a mentor teacher and taking responsibility for classes in the subject area.

To assist candidates through this experience, the Brown Teacher Education Program has developed a support network: Teacher Education faculty and staff; the teacher residency site leaders; the mentor teachers at school sites; and the Education Department faculty. Fellow MATs serve as a vital source of support as well.

This section of the handbook addresses specific details important to MAT candidates, mentors, and school administrators. The yearlong clinical experience is aligned with Danielson Framework for Teaching (FfT) and the Brown University- Adapted Danielson FfT Cluster Rubrics. The standards are a measure by which candidates will judge their professional development over the course of student teaching.

The residency placement begins at the mid-late August when teachers are required to participate in professional development in preparation for the year. Candidates are required to log approximately 4 hours each day (Monday – Thursday) and all day on Friday at their placement in the fall semester. During this time, teaching responsibilities will evolve beginning with observing and co-teaching and shifting to working one-on-one with students, working with groups of students, to then preparing and teaching whole class activities and lessons with the supervision of the mentor by the end of the semester. The candidate will complete a variety of assignments many of which are associated with classes.

The candidate's last day in the fall semester will be the day before the placement school's December break begins.

Student teaching starts at the beginning of January and continues for at least 75 days in order to fulfill certification requirements. For the most part, student teachers follow the school's vacation calendar and not the University calendar. If student teachers must be absent from school, they must inform their supervisor, mentor teacher and other appropriate school personnel and provide substitute lesson plans. Unforeseen absences should only occur in the case of illness or family emergency. Planned absences (e.g., workshop day, a professional development day, a job interview, or a religious holiday) need to be discussed with the mentor teacher and the candidate's supervisor as far in advance as possible.

As a student teacher, the candidate is expected to remain in school all day and to participate in the full range of activities for which the mentor teacher is responsible: supervising homeroom; writing progress reports; attending planning, department and faculty meetings (to the extent that they do not conflict with classes); providing after-school help (to the extent that they do not conflict with classes); etc.

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

MAT Candidate Residency Absence Policy

Up to 10 days (5 Fall Semester; 5 Spring semester) are available during the academic year that can be used for absences from the residency placement. These days can be used for sick days or other reasons. For example, a candidate may choose to work on coursework and to make substantive changes to the capstone requirement including planning, research, implementation and analysis. When possible, these days should be chosen in consultation with your mentor and with as much notice as possible. In the case of a prolonged illness that requires more than the allotted absences from the residency on any given semester, the candidate must contact the supervisor and Director of Teacher Education. Extra days in the residency may be required to meet the requirements of the program.

Roles of schools, candidates, mentors, supervisors

Schools (Principal)

- Assist the university/program with identification of teachers who have a desire to serve as mentor teachers and who can fulfill the responsibilities below with consistency, while maintaining an effective or highly effective classroom environment
- Specifically, qualified and successful mentor teachers are those who are willing to:
 - 1) serve as a coach and mentor,
 - 2) grow professionally, and
 - 3) fulfill the guidelines for mentor teachers as outlined by the university or program
 - Furthermore, ideally, identified teachers are those who consistently do the following:

- a) develop and implement highly effective or effective lessons,
 - b) practice effective or high effective research-based classroom management practices,
 - c) demonstrate effective or highly effective research-based instructional practices,
 - d) provide effective and actionable feedback,
 - e) demonstrate effective or highly effective professional responsibilities and behaviors, and
 - f) lead and teach with a growth mindset
- Approve student teacher/practicum student requests from universities/programs, obtain proper signatures, and return the form to the partner
 - Communicate with the district & university/program liaisons when appropriate
 - Provide an orientation to the student teacher that includes but is not limited to: school/district policies and procedures, mandatory reporting, transgender, etc.
 - Secure signed Mandatory Reporting and Confidentiality Form and retain on file and submit as per District requirements
 - Follow university/program guidelines for supervision of student teacher/practicum students
 - Support the teacher of record as necessary to ensure that the MAT is able to provide a rewarding experience for the student teacher/practicum student

Candidates

- Complete approximately 4 hours in your placement daily Mon – Thursday and all day of Friday (210-280 hours) for the duration of the semester
- Be punctual and prepared for daily classroom responsibilities
- Complete all forms and trainings required by the school/district before beginning placement
- Participate in the classroom working with the mentor as a co-teacher
- Develop units and lesson plans that will be used to instruct
- Respond to feedback by mentor and supervisor
- Self-evaluate performance using the Brown-Adapted Danielson Framework for Teaching Rubric aligned forms
- Be aware of school policies and expectations
- Attend school events that target family engagement (if these take place during a class, you should speak with the instructor to obtain permission)

Mentors

- ❖ We see the mentor teacher’s role as one of mentor, team leader, co-planner of instruction, partner in dialogue, guide, cheerleader, critical friend, and trusted colleague
- ❖ Building a productive relationship requires thoughtful planning, honest dialogue, careful observation and regular feedback
- ❖ Mentor teachers and candidates share responsibility for curriculum planning at the levels of long-range course goals, unit topics, unit objectives, and daily lessons
- ❖ Mentor teachers work directly with the faculty supervisor to insure a coordinated growth experience for the candidate

- Welcome candidate into the classroom working with them as a co-teacher
- Review and provide feedback on candidate units and lesson plans prior to instruction
- Observe candidates teaching the lessons and provide feedback following program guidelines
- Evaluate candidate performance using the Brown-Adapted Danielson Framework for Teaching Rubric aligned forms
- Provide guidance to candidates related to school policies and expectations
- Attend Mentor Workshops
- Communicate with the faculty director about candidate performance
- Establish specific and regular times to meet with the candidate to discuss, plan, and review
- Model and teach about classroom management and discipline
- Help candidates regularly evaluate the effectiveness of their planning and teaching
- Physically share the classroom with the candidate on a daily basis and establishes an environment in which the candidate is viewed in the eyes of students as having the same authority as the mentor teacher
- Co-construct an evolving schedule that encourages the candidate's active involvement throughout each day (e.g., teaching, observing, debriefing, finding resources)
- Participate periodically in post-observation feedback sessions with the faculty supervisor and the candidate
- Formally assess the candidate's performance by seeking consensus among the triad of mentor teacher, candidate, and faculty supervisor

Dispositions

In order to help candidates assume increased responsibility in the classroom, mentor teachers should display:

- An attitude of patience, empathy, tact, insight, and flexibility
- A commitment to candidate growth by recognizing and responding to the individual needs, background, and developmental patterns of the candidate

MAT Faculty/Supervisors

- Guide and provide feedback on the design of candidate curricular units and lessons
- Conduct observations of candidate instruction and provide feedback
- Coordinate and lead mentor work with candidates
- Evaluate candidate work

Fall – Practicum in Placement School

Fall Calendar

August 20	Everyone is back in Providence and ready to begin Fall Practicum; first day of school depends on school site (check with your mentor teacher)
September 7-December 12	Educational Theory & Practice II Practicum & Seminar I Learning Theory & Special Populations Instructional Design, Planning & Implementing Technology Literacy and English Learners I Educational Inequality & Community Assets
December 12	Brown classes end for courses not observing Reading Period
December 13-21	Brown Final Examination Period
December	Last day of Fall Practicum (check with your mentor teacher)

Fall Capstone Requirements

Autoethnography (EDUC 2385) (RIPTS #10)

Contextualizing Learners and Learning (EDUC 2565) (RIPTS #1, 7)

- Shadow a Student
- Classroom Characteristics
 - School and District Characteristics/Resources
 - Family and Community Contexts

Prior to Day 1

MAT candidates begin their fall semester on the first day for teachers except in rare cases. It is important to cultivate an open relationship and to feel free to discuss questions and concerns. Some questions to discuss with your mentor before beginning are: How do they envision your role in the classroom? What are their expectations regarding preparing for classes?

MAT candidates should remember that they are guests in the host school and should become familiar with the school's culture. They should treat the school's support staff (clerical, cafeteria and custodial workers) with the same respect and courtesy that they show to teachers, administrators and students. While part of the school's culture consists of explicit regulations and policies, many of the norms and customs are implicit and can only

be learned over time through observing and asking questions. The mentor teacher is a valuable source of information for helping the student teacher acclimate to the teaching site.

It is important to familiarize yourself with each school site's policies. Ask your mentor teacher to introduce you to the principal, vice-principal(s), and other staff members.

Knowing specific information will be helpful for planning lessons as well as for teaching:

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

Helpful Information for Getting to Know the School Site:

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

Important People at the School Site:

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

School and Classroom Policy Information to Know:

- Excused/unexcused absences
- Tardies
- Honor code/plagiarism
- Behavioral/ethical codes and standards
- Hallway/lunchroom/bathroom/nurse policies

- Emergency policies and procedures

Day 1

Candidates need to have specific things to do right from the beginning. These tasks should communicate to students that the candidate has the status and authority of a teacher. There are many housekeeping chores, for example, that must be done and for which candidates can be prepared:

- Distributing books and other materials;
- Interviewing new students;
- Escorting students to various parts of the building;
- Taking attendance and learning students' names; and,
- In some cases, teaching part of a lesson.

The mentor teacher is responsible for introducing the candidate to the class. The form of this introduction will depend on the individual situation; however, it should be made clear that the candidate is a teacher, a college graduate, and is now pursuing a master's degree in teaching.

Classroom Management – Establishing a productive learning environment

Having a grasp of discipline and classroom management is a crucial element of effective teaching. For candidates, there can be a tension between wanting to be friendly and following through so that classroom norms and expectations support student learning. For candidates to learn precisely where and when to draw the line with individual students as well as with an entire class frequently requires a period of trial and error.

There are many ways for mentor teachers and other school personnel to help candidates establish classroom control. Three of the most obvious ways to get started are:

- a.) Make sure the candidates are fully aware of school rules and procedures.
- b.) Make sure the candidates are equally aware of their mentor teacher's rules and behavioral expectations. Spend time learning the reasons behind these rules and expectations as well as sharing the experiences that helped to mold them.
- c.) Give the candidates time and space to pull all the pieces together. This requires flexibility, patience and a genuine belief that candidates will succeed in finding their own voices as responsible and caring teachers.

There are also many ways for candidates to help themselves become more confident and competent when in front of a classroom. They should:

- a.) Pay close attention to what is going on. Each time something unexpected happens, they should jot it down. The candidate should also record their response to the unexpected event and their assessment of how well their response seemed to work.
- b.) Share these notes with their mentor teacher and other school personnel. Find out how they respond to similar circumstances. Find out the backgrounds of the individual students involved.

- c.) With the help of the candidate's mentor teacher, identify as many alternative strategies as possible so that the candidate can decide ahead of time what, if anything, to do differently if a similar situation arises. The candidate can learn from their experiences so that they do not fall into the same traps over and over again.

It is important for everyone involved—candidates, mentor teachers, other school personnel, and University supervisors—to remember that classroom management is a highly sensitive and personal area about which many of us have strong convictions. It is also important to remember that there is no single right way to run a classroom. Therefore, candidates, mentor teachers, other school personnel, and University supervisors should make every effort to understand and respect one another's point of view, keeping in mind that it is, after all, the mentor teacher's classroom and the ultimate goal is to help students learn.

Planning

Learning how to plan lessons and units is a challenge for candidates. The Brown MAT Program stresses the importance of planning in its programming. Program coursework will support the development of lesson plans that address the needs of multilingual learners, students with special needs, the use of technology and content-specific pedagogy. Candidates also learn to do this through teamwork and modeling by the mentor teacher.

Throughout the clinical experience, it is important for candidates to write detailed lesson plans. Candidates should be writing formal lesson plans for classes that they are teaching. These plans should be submitted to their mentor teacher for approval at least one day before they are to teach the lesson. This pre-planning helps the candidate envision the lesson and determine specific planning questions to ask of their mentor teachers. Candidates, together with their mentor teacher, can determine the format for these written plans that best meets their needs; however, the *MAT program lesson plan* template can provide a very effective format (See Appendix D).

These lesson plans serve as a valuable record, particularly when candidates write short critiques of their plan immediately following the lesson. Guiding questions for this reflection are found at the bottom of the *MAT program lesson plan* template.

Teaching

In the fall, a candidate is involved with the school on a part-time basis. This means five days per week for approximately 4 hours each day (Monday – Thursday) and all day on Friday. In rare instances, an individual candidate will have a commitment that differs from this basic pattern. In these instances, special arrangements can be made, but only after the consent of the mentor teacher and supervisor has been obtained.

The expectations for teachers, candidates, and university supervisors at the secondary level evolve from our vision of classrooms as communities of support and inquiry. Both the mentor teacher and MAT faculty supervisor are teacher educators who assume primary roles in supporting the candidate to become a competent and committed professional.

Regardless of the approach used, the mentor teacher is a regular observer in the classroom, providing supportive critique and feedback to the candidate. In addition, the mentor teacher coaches the candidate in the areas of management and discipline, the identification of course goals and content, unit and lesson planning, resource material acquisition, and so on. The mentor teacher and faculty supervisor help the candidate to set and meet goals for his or her professional development as the year progresses. The following roles, dispositions, and activities attempt to summarize what is required of mentor teachers who successfully mentor candidates.

Mentor Dispositions

In order to help candidates assume increased responsibility in the classroom, mentor teachers should display:

- An attitude of patience, empathy, tact, insight, and flexibility
- A commitment to candidate growth by recognizing and responding to the individual needs, background, and developmental patterns of the candidate

Role and responsibilities of the Mentor

- Provide opportunities for MATs to participate actively in the classes
- Provide curricular resources
- Observe the instruction of MAT candidates
- Provide feedback notes/summary of observations related to the instruction including strengths and targeted points for candidates to address in future instruction.
- Evaluate candidate performance
- Meet and communicate with MAT faculty about candidate performance throughout the residency
- Participate in mentor workshops

Introducing Observers to Students

Many candidates feel awkward introducing their faculty supervisor to their students. A simple, straightforward introduction, such as, “This is Dr., Prof., Mr. or Ms. So-and-So who is here to see what we’re doing,” generally satisfies student curiosity. In time, they forget the observer is there.

Performance Evaluation and Expectations

The mentor will observe and evaluate the candidate’s performance at least biweekly using the FfT-aligned feedback form. The candidate’s MAT faculty supervisor will also conduct observations and provide feedback. In order to continue into the Spring semester, the mentor and supervisor must be in agreement that the candidate has shown sufficient progress to begin student teaching (See Appendices).

Candidate Classroom Observations of Teachers

Candidates will be expected to conduct 60 observations of teachers during the course of the year. At least 5 of these observations should take place at a different school and grade level than your placement (e.g., candidate who is placed in the high school level should observe some classes at the middle school level – Grades 7 & 8). Specific details of the requirements are explained in the Practicum and Seminar course.

Observations are an essential, interesting and worthwhile component of the student teaching experience. Suggested observations: other teachers in the student teacher's discipline, your students' other classes, other MAT candidates, special education classes, ESL classes, bilingual education classes, gym, art, music, computer labs, library lessons, or the school nurse.

Observations can take the form of recess duty, lunch duty, or hall duty with an administrator, chats with custodians and security guards, or school assemblies, plays and sports.

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

In case of Emergency

Candidates should be well informed about the emergency procedures they should follow when they are in school. For instances when there is an emergency that prevents the candidate from making it to their placement, they should contact the mentor and faculty supervisor as soon as possible.

Spring – Student Teaching in Placement School

Spring Calendar

January placement)	Spring Student Teaching begins (date depends on your placement)
January 25-May 9	Educational Theory & Practice III Practicum & Seminar II Literacy & English Language Learners II Assessment & Using Data
March 1	Deadline to submit Praxis scores
March 13-24	Mid-semester Conferences
March 25-April 2	Brown Spring Recess
TBD	Secondary Certification Meeting (during class)
May 10	Approximate last day of Student Teaching
May 10-19	Brown Final Examination Period

Spring Capstone Requirements

Reflective Annotated Bibliography (RIPTS #10)

Unit of Instruction: Planning, Instruction, Assessment, Reflection (RIPTS #2, 3, 4, 5, 6, 8, 9)

May: Culminating Capstone Conference

Planning

Unquestionably, a great deal of time will be spent on planning. Planning is not only essential in providing directed learning experiences for the students, but helps the student teacher to develop a sense of rhythm and continuity in the teaching. The student teacher and mentor teacher should have a clear process for reviewing lesson plans prior to their implementation. Mentor teachers, Brown faculty and peers can help the student teacher discover supplementary materials, and serve as resources and sounding boards for developing activities and ideas. Student teachers will complete a lesson plan for each lesson that is taught. These should be submitted to the mentor teacher in time for the mentor to read, review and provide feedback.

The template of a lesson plan format in the Teacher Education Handbook is to be used by all student teachers during the student teaching experience unless approved otherwise by the faculty supervisor. All student teachers are required to follow such a plan.

Student teaching is an opportunity to try out new teaching techniques or refine existing ones. Student teachers should not be afraid to try “non-traditional” modes of planning and teaching. Peers are especially good resources for planning. For instance, student teachers

working on similar content or skills can jointly develop lesson plans, or student teachers can arrange to make appearances in one another's classes to assist with a particularly staff-intensive activity. Please note: lesson plans derived from other sources need appropriate citation. In other words, student teachers should give credit where credit is due.

Teaching Load

The candidate will be assigned 0.4 – 0.5 of the mentor's class load. Classes will be chosen in consultation with the supervisor and should directly align with the candidate's expected certification.

Role of the Mentor

The role of the mentor during this semester is similar to that described in the fall semester, however, at this point, the candidate is given full responsibility for the lesson planning, instruction and assessment of the classes the MAT has been assigned. The most important part of the mentor role during the student teaching semester is providing feedback on the candidate's lessons and instruction. The FfT should be used as a guide to determine the areas in which the candidate excels and those which cause challenges.

Performance Evaluation and Expectations

- At least 3 formal observations from MAT faculty supervisor
- Biweekly formal observations done by mentor teacher over the course of the semester
- Written feedback from both MAT faculty supervisor and mentor teacher
- FfT cluster rubric from the MAT faculty supervisor and mentor teacher
- Standards-based evaluation completed by mentor teacher and the faculty supervisor at the mid-term and at the end of the semester.

Guidance and support is available from several sources: the mentor teacher, Brown faculty and the Education Department staff. However, student teachers will work most closely with their mentor teacher during student teaching. The role of mentor teacher brings an additional responsibility to a teacher whose primary concern remains – as always – the students in the classroom.

During student teaching, student teachers are observed regularly by their mentor teacher and faculty supervisor. Observations by mentor teachers are followed by a feedback session with the student teacher. The student teacher will also receive written feedback from their mentor teacher on a comment form based on the FfT. Mentor teachers submit a minimum of three written evaluations over the course of the term to both the student teacher and the student teacher's faculty supervisor. Mentor teachers and faculty supervisors will also use the FfT Rubric to evaluate student teachers twice during the semester.

The faculty supervisor conducts a minimum of three formal observations of each candidate during the semester. After each observation, the program faculty supervisor will conference with the student teacher and provide him/her with a written evaluation. The scheduling of these visits will be agreed upon by the student teacher, the faculty member, and the mentor teacher.

The student teacher should feel free, however, to ask for additional observation and feedback. A vital part of student teaching is discussing what is happening in the classroom. An experienced observer can offer thoughtful criticism and guidance. Most mentor teachers and student teachers find it useful to set aside a specific time each week to discuss planning and other issues.

Mid-term Self-Assessment and Conference

Halfway through the student teaching semester, student teachers write a self-assessment of their teaching practice and submit it to both their faculty supervisor and mentor teacher. This assessment should include specific examples that show a candidate's progress toward meeting proficiency on the FfT clusters. For each cluster, the student teacher will highlight areas of strength and weakness, using lessons and student work as evidence. The self-assessment gives student teachers a chance to reflect on their teaching practice until that point, and to highlight areas in their practice to strengthen and/or improve upon in the second half of the semester. In order to be considered as achieving acceptable progress in the program, no cluster evaluation by the faculty supervisor or mentor teacher may be at the unsatisfactory level.

The student teacher will also set goals within each standard to work toward in the second half of the student teaching semester. The student teacher, faculty supervisor and mentor teacher will then conference to collectively assess the student teacher's progress to date and to outline goals for the remainder of the term.

All candidates who are experiencing difficulty in student teaching up until this point will have a clear idea by the middle of student teaching of the specific elements of the clusters that they must work toward in order to be recommended for a teaching credential. If candidates are identified as not meeting expected progress at this point of student teaching following the mid-term assessment they will be issued a letter of warning. All candidates who continue to have difficulty will have their cases reviewed by the Teacher Education Graduate Committee, a committee composed of the Director of the Teacher Education Program, a teacher education faculty member who is not a direct supervisor of the candidate's teaching, and a tenured or tenure-track faculty member in the Department of Education. The Graduate School will also be notified of the case.

Digital Portfolio – Residency

The professional portfolio is a major summative assessment in the Teacher Education Program. The portfolio is an evidence-based collection of materials that combines selective information from a variety of sources and presents a vigorous and factual profile of your developing knowledge and practice of the craft of teaching. Moreover, it is intended to display evidence that you have mastered the objectives and guidelines set forth by the Rhode Island Professional Teaching Standard and the Danielson Framework for Teaching. You must do your digital portfolio on Digication. There will be no individual exceptions to this policy. Your Spring placement digital portfolio (archived on Digication.com) will be the record of your teaching experience at your placement. You will design your portfolio around RIPTS-aligned Framework for Teaching Clusters.

Elements for your portfolio can be added throughout the semester even though it is not due in its entirety until the end of Spring Semester. In addition to the Domain Based Overviews, you will need to gather artifacts from your student teaching to support and provide examples of ideas and teaching practices that you comment on in the reflections segment of your digital portfolio. Required artifacts are outlined in the Digital Portfolio Checklist (See Appendix B). Artifacts include but are not limited to lesson plans, activities, instructions, photos / digital scans of student work, your feedback to or assessment of students, etc. Along with each artifact, you should write a 200-400 word reflection of how the artifact demonstrates that you met a particular standard.

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

The four domain areas for the portfolio are:

- Domain 1: Planning and Preparation
 - Cluster 1: Clarity of Instructional Purpose and Accuracy of Content
- Domain 2: The Learning Environment
 - Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment
 - Cluster 3: Classroom Management
- Domain 3: Instruction
 - Cluster 4: Student Intellectual Engagement
 - Cluster 5: Successful Learning By All Students
- Domain 6: Professionalism
 - Cluster 6: Professionalism

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

Your commentary must be concise, but thorough, and demonstrate thoughtful analysis and interpretation (200-400 words). Be selective in collecting examples of your teaching experiences, choosing those that reflect your development as a novice teacher. Being selective doesn't mean constructing a biased picture of one's experience and student teaching performance, but rather providing a fair and generous representation of it. You may consider a variety of different types of artifacts and documentary evidence in your portfolio. The portfolio is intended to reveal a process of genuine adjustments and growth – therefore, the occasional “flop” is worthy material for a formative portfolio. While it is required that you use student work as artifacts in your portfolio, it is central that all student work that you use be

completely and totally readable. Examine your scans carefully before returning student work. The high speed, high-resolution scanners on campus and student work that is in pen or typed is recommended for readable scans that will enable faculty and prospective employers to read and view your portfolio.

Remember that preparation of your portfolio is an ongoing process of professional growth. As you proceed through the program, you should document experiences that are meaningful to you and show that you have met the FfT Clusters. Keep logs and journals of significant activities and experiences, take pictures, tapes and videos, make copies of communications, seek feedback and keep samples of your finest accomplishments, as well as samples of lessons that failed. If you do this conscientiously throughout the course of the program, creating your final portfolio will be a matter of selecting those items that reflect who you are as a beginning teacher.

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

Keeping a portfolio is a process of continually reflecting on your teaching. Seeking collaboration and input on your portfolio from your colleagues is encouraged. You are urged to consult with your faculty supervisor, your BSHS mentor, your mentor teacher, other experienced teachers and other student teachers as you derive meaning out of your teaching experiences. Interaction with peers in education is a crucial aspect of your professional development. In summary, the purpose of the portfolio is to provide evidence of satisfactory progress toward meeting each of the FfT cluster components.

Capstone Project

A key component in your development as an effective teacher is your exploration of your own beginning teaching practice. A Capstone Project is an application of the theories introduced in your courses. In carrying out your project, you will investigate your teaching experience as a means of improving classroom practice and student learning. This project is a long-term inquiry project that culminates in a round-table presentation. You will select a standard and teaching practice that directly applies to your classroom and community context, investigate what others have learned about this teaching practice, create a unit of instruction, develop diagnostic, formative, and summative assessments, and reflect on student learning. This project directly aligns with the RIPTS.

Conclusion of Student Teaching Semester

At the conclusion of the semester, the mentor teacher and supervisor submit their evaluation of candidate performance with the FfT rubric and an evaluation summary. These documents specify their recommendation for certification. The candidate submits an electronic portfolio that represents the work over the course of the program. The MAT also presents to peers, mentor teachers and program faculty the results of a Capstone Project.

At the end of the semester, the candidate's faculty supervisor makes a final recommendation about the candidate's completion of the student teaching clinical experience. Occasionally, it is determined that a candidate has not made sufficient progress in order to be recommended for a credential; in this case, the program may provide an opportunity for the candidate to extend the student teaching experience into another semester, the summer, or the following school year.

The student teaching experience is a challenging time, one of intense personal and professional growth. Candidates always feel there is more to do than they can reasonably accomplish, but reflection with faculty, teachers and peers will help manage the simultaneous roles of teacher and student. Both candidates and mentor teachers should feel free to contact anyone in the Brown Education Department with questions or concerns, to talk about student teaching, or to offer suggestions and ideas about the program.

Extracurricular Involvement

Candidates are encouraged to participate in extracurricular activities, especially those that support student academic growth. This participation however should not interfere with the ability for candidates to attend courses and complete all of their course and practicum requirements.

Candidate as Substitute

In the event that the mentor will be absent from class and requires a substitute, it is permissible for the candidate to take on the role if the following conditions are met.

Substituting for single periods:

If the mentor will be required to be absent from a class period, the candidate may substitute in the class if:

- The supervisor is consulted and candidate readiness is discussed.
- The mentor provides sufficient direction for the lesson plan that the candidate should follow.

Substituting for full days (Spring Only):

If the mentor is expected to be absent for 1-2 days (due to illness, conference attendance, etc.), the candidate may substitute the mentor's full load if:

- The supervisor is consulted and candidate readiness is discussed.
- The mentor provides sufficient direction for the lesson plan that the candidate should follow for classes that are not typically part of their load.

Liability and School Law

Candidates should be sure that they act as "prudent persons" at all times. Mentor teachers are to make sure that candidates clearly understand proper health and safety procedures for the classroom and the school. Candidates share responsibility for the health and safety of the students under their supervision, along with their mentor teachers and building principals.

Candidates have learned about school law in their August Module. The supervisor will provide additional opportunities to discuss school law in the seminar classes.

Requirements for Completing the Master's Degree and Obtaining RI Teacher Certification

In this program, the candidate is both working towards certification as well as working towards a Master's degree. In order to receive the master's degree, the candidate must receive credit for all programmatic courses and requirements.

Certification

In order to be certified, the candidate must also pass the required Praxis Exams in addition to all the program requirements

All candidates must complete the following steps:

1. Take and pass the Praxis II exams listed below no later than **March 1, 2023** however, you are encouraged to take the exams sooner. See www.ets.org/praxis for registration information. Test dates are generally posted during the summer months. You can apply for a fee waiver through ETS (do this EARLY!) at https://www.ets.org/praxis/about/fees/fee_waivers/.
 - a. Praxis Principles of Learning and Teaching (PLT) exam no longer required effective June 1, 2022.
 - b. **Praxis II Subject Assessment tests**
English: English Language Arts Content and Analysis (#5039) Passing Score = 168
Mathematics: Mathematics (#5165) = 159
Social Studies: Social Studies: Content Knowledge (#5081) Passing Score = 162
Science:
 - i. Biology: Content Knowledge (#5235) Passing Score = 157
 - ii. Chemistry: Content Knowledge (#5245) Passing Score = 156
 - iii. Physics: Content Knowledge (#5265) Passing Score = 146

Important Note: Effective September 1, 2022

Science:

- iv. Biology (#5236) Passing Score = 154
 - v. Chemistry (#5246) Passing Score = 146
 - vi. Physics (#5266) Passing Score = 145
2. Send scores directly to Brown University (institutional code **R3094**) AND the RI Department of Education (institutional code **R8077**).
 3. More information about the certification process will be provided by the academic program manager in mid-April.

Other Program Requirements

Professional Seminars

All candidates are required to attend professional seminars as scheduled throughout the year. These seminars will focus on professional conduct, child abuse and neglect, career seminars, and certification. The seminars are intended to provide you with important information on pertinent issues that will help prepare you in your career as a teacher. The seminars are mandatory as they are required for certification.

Brown's CareerLAB, in consultation with the Teacher Education program, offers support to MAT candidates. In addition, MAT faculty provide information on the job search process in methods courses. Job postings are forwarded out to the class listserv over the course of the year. During the year, there will be two required sessions. Candidates will be informed of those dates as soon as they are available.

Professional Development Conferences

The program will reimburse each MAT up to \$100 for expenses related to attendance at a professional conference or workshop (i.e., registration fees, travel) during your MAT year.

Before registering for professional development for which you would like expenses reimbursed, first ask for approval from the Director of Teacher Education by following the process explained by the Academic Program Manager. If it is approved, please submit all receipts along with confirmation of your registration to the department financial coordinator or put them in that person's mailbox once you have attended the conference or workshop and are ready to be reimbursed.

Resources for Education Graduate Students

Education Department Contacts

STAFF:

Leah Lebel, Academic Department Manager

leah_lebel@brown.edu, 401-863-9688

- Academic support, including registration or enrollment process/issues
- Commencement and other program information
- Questions about or changes to scholarship and financial aid awards

Melissa Marchi, Administrative Coordinator

melissa_marchi@brown.edu, 401-863-5848

- Payroll processing for ambassadors, RAs, and TAs
- Questions about student payroll, from applying for jobs to reporting hours worked
- Reserving space for meetings/events

Caitlin Scott Communications, Partnerships, and Outreach Specialist

caitlin_scott@brown.edu, 401-863-6404

- Supervises graduate student program ambassadors
- Sharing news/events specific to the MAT and UEP programs, and department-wide

To be hired: Financial Coordinator (Please contact Jessica or Leah in the interim)

- Processes expense reimbursements for those who have secured funds through the Graduate School or a program/grant, as approved by your program director
- Questions about payments/Workday procurement system

Jessica Cho, Academic Program Manager

jessica_cho@brown.edu, 401-863-3943

- Academic support, including registration or enrollment
- Sharing news/events specific to the MAT and UEP programs
- Commencement and other program information
- General questions

PROGRAM DIRECTORS AND DEPARTMENT CHAIR:

Diane Silva Pimentel, Director of Teacher Education (MAT)

diane_silva_pimentel@brown.edu

- Direct advising support and concerns/issues regarding the MAT program
- Director of Science cohort

Kenneth Wong, Director of Urban Education Policy (UEP)

kenneth_wong@brown.edu

- Direct advising support and concerns/issues regarding the UEP program

Tracy Steffes, Education Department Chair

tracy_steffes@brown.edu

- Concerns/issues about the Education Department not addressed by program directors

GRADUATE SCHOOL and SCHOOL OF PROFESSIONAL STUDIES:

Shayna Kessel, Associate Dean of Master's Education

shayna_kessel@brown.edu

- Change of degree completion date, academic warning, and dismissal
- Signature on a course add/drop form
- Return from leave of absence
- Grade changes

Alicia LaPolla, Associate Dean of Student Affairs

alicia_lapolla@brown.edu

Shankar Prasad, Dean of the School of Professional Studies

shankar_prasad@brown.edu

Additional information and resources can be found here:

<https://sites.google.com/brown.edu/navigation/mat>