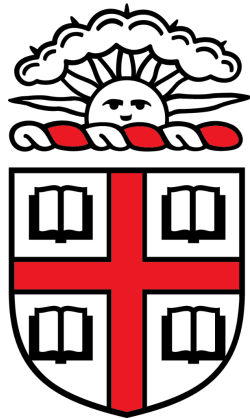


**TEACHER EDUCATION HANDBOOK
BROWN UNIVERSITY MAT PROGRAM 2026-2027**



BROWN
Department of
Education

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 information in this handbook 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.

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 a 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 on critical reflection that strives to continuously improve their own practice.

Website

[Find this handbook and additional MAT information at our website, here.](#)

Calendar and Schedule | 2026-2027

[For the full 25-26 MAT program calendar, please see this link.](#)

University Contacts for MAT Students

Leah Lebel, Academic Department Manager

leah_lebel@brown.edu, 401-863-9688

- Questions about or changes to scholarship and financial aid awards

Jessica Cho, Academic Program Manager

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- Academic support, including registration or enrollment

Phoebe Murray, Academic Program Coordinator

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- Reserving space for meetings/events

Kara McCrudden, Marketing Communications and Recruitment Manager

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- Questions about communications or events/event-planning

Yurixi Villa, Grants and Financial Manager

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- Questions about payments/Workday procurement system

Katie Rieser, Director of Teacher Education (MAT)

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

Lindsay Page, Education Department Chair

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

Joel Revill, Deputy Dean for Academic and Student Affairs, School of Professional Studies

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- Concerns/issues about academic progress not addressed by program directors

Janaé Perkins, Assistant Dean of Student Affairs, School of Professional Studies

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- Concerns/issues about academic or social progress not addressed by program directors

Admissions Requirements

1. Experience and Coursework:

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. See below for the required coursework in each field of study:

a. English Coursework and Writing Sample ([Link to Transcript Analysis Form](#)):

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. 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 English faculty advisor to inquire about whether their courses meet certification requirements. Applicants for the MAT in English must submit a writing sample in addition to their personal statement.

b. Social Studies Coursework ([Link to Transcript Analysis Form](#)):

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 Coursework ([Link to Transcript Analysis Form](#)):

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. Math Coursework ([Link to Transcript Analysis Form](#)):

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.

2. Interview:

An interview is required of each qualified applicant for admission. This interview may occur face-to-face or remotely.

3. Tuition and Financial Aid

Tuition for the 2026-2027 academic year can be found on your acceptance letter. Financial aid is awarded on the basis of financial need and merit. 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.

General Policies

Professional 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:

- the [Brown University Code of Professional Conduct](#);
- the [Rhode Island Educator Code of Professional Conduct](#);
- professional standards or competencies of their professional course of study;
- rules/policies of the school in which they are completing their clinical experience.

Candidate Health and Wellness

It is important for candidates to balance their own health and well-being with their consistent attendance and participation in the program. In general, candidates should not attend Brown Summer High School, class, or residency, with extreme physical symptoms, such as fever or vomiting. If a candidate has mild symptoms, such as a cold, they are encouraged to attend class with a mask on, to prioritize the health of the entire community. In the case of COVID-19, which can spread asymptotically, candidates are encouraged to mask for at least five days after coming into contact with someone who has tested positive for the virus, or after testing positive themselves. In general, Zoom classes are not available for candidates. Please see the BSHS and Residency “Absence Policies” in this handbook for more information about what to do when missing class. Please see the [Brown University Health Services Website](#) for more information about maintaining health and wellness throughout the program.

Background Check and Violations of the Law

- 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 Brown Summer High School.
- 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.
- The Director of the Teacher Education Program may suspend the candidate from the field experience pending resolution of the matter.
- The Director of the Teacher Education Program, in collaboration with the Teacher Education Graduate Committee, may choose to suspend the student from the program.
- The Director of the Teacher Education Program may recommend to the Dean of the Graduate School that the student be terminated from the program.

Course Attendance

Consistent attendance in courses is essential in order to keep up with the swift pace of the MAT program. If candidates must miss class, they should follow guidelines on their course syllabi, and only miss in exceptional circumstances. Brown coursework should always take precedence over residency-related events, except with the explicit advance permission from the instructor.

Break Weeks

In general, MAT candidates are expected to continue to attend academic classes during residency breaks and are expected to attend residency during Brown University breaks. In order for candidates to get one substantive break during the spring semester, all MAT classes will be asynchronous and remote during the February school vacation week. During Brown's March vacation, candidates will not have academic courses, but should attend residency. During April school vacation week, candidates will be required to stay and attend classes and make-up sessions if they are behind academically.

University-Based Extra-Curriculars

Brown MAT students are invited to explore the full range of extracurriculars available to master's students. In the event that extracurricular activities interfere with MAT coursework, candidates should, in general, prioritize coursework. Candidates should speak with the Director of Teacher Education with any questions about whether an extracurricular activity makes sense.

Credit Requirements and Registration

- A total of 12 courses (8 credits; 32 credit hours) is required for the MAT degree. See below for a full listing of courses and credit equivalents. For most students, all courses are taken during the MAT year, with two notable exceptions for former Brown Undergraduate students:
 - [Brown 5th-year MAT candidates](#) can transfer 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.

<u>Semester</u>	<u>Required Courses</u>	<u>Credits</u>	<u>Notes</u>
Summer	EDUC 2500: Foundations of Teaching and Learning	1	BACC MAT and 5th Year Transfer Option
Summer	EDUC 2510: Educational Theory and Practice 1: Fundamental Methods	1	Content-area sections (Math, ELA, History, Science)
Fall	EDUC 2515: Learning Theory and Special Populations	.5	Offered Fall 1 (September 4th-October 16th, 2024)
Fall	EDUC 2520: Education Theory and Practice II	.5	Content-area sections (Math, ELA, History, Science)
Fall	EDUC 2525: Instructional Design, Planning, and Integrating Technology	.5	Offered weekly in the fall (1.5 hour course sessions)
Fall	EDUC 2535: Literacy and English Language Learners I	.5	Offered Fall 2 (October 23rd-December 11th, 2024)
Fall	EDUC 2565: Practicum and Seminar I: Fall	.5	Site-specific sections (based at partner schools)
Fall	EDUC 2385: Education Inequality and Community Assets: Contexts & Change	1	BACC MAT Transfer Option
Spring	EDUC 2545: Literacy and English Language Learners II	.5	Offered weekly in the spring (1.5 hour course sessions)
Spring	EDUC 2555: Assessment and Using Data	.5	Offered weekly in the spring (1.5 hour course sessions)
Spring	EDUC 2530: Education Theory and Practice III	.5	Offered weekly in the spring (1.5 hour course sessions)
Spring	EDUC 2575: Student Teaching and Seminar: Spring	1	Site-specific sections (based at partner schools)

Standards, Assessment and Performance Evaluation

MAT Program Standards and Alignment

The MAT Program is guided by two sets of standards, the Rhode Island Professional Teaching Standards (RIPTS) and the Brown Adapted Danielson Framework for Teaching (see below for a detailed description of each set of standards). These standards guide the program's course alignment and decision-making processes, and are systematically introduced and reviewed in each course of our program.

Rhode Island Professional Teaching Standards ([RIPTS](#))

The MAT program is designed to help candidates attain proficiency on the Rhode Island Professional Teaching Standards (RIPTS). The clinical experience is the practical element of the program that allows candidates to practice and refine their abilities to meet these standards.

Brown-Adapted Danielson Framework for Teaching

The [Danielson Framework for Teaching](#), is the most commonly used teaching assessment tool used in Rhode Island. [Brown's adapted version of the Danielson Rubric](#) was developed to incorporate developmentally appropriate skills for preservice teachers, the RIPTS standards, and Brown's commitment to culturally responsive teaching.

Performance Evaluation and Graduation Requirements

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.

Teaching Performance Evaluation Checkpoints

At each checkpoint, faculty complete the appropriate sections of the Danielson Rubric. Faculty may ask candidates and mentor teachers to fill out the rubric as well, especially in advance of progress-related meetings. Two times a year (mid-summer and mid-spring) candidates, mentors, and faculty also meet together in triad conversations about the candidate's progress. The disciplinary-based faculty supervisor prepares summary notes and refines goals for the coming checkpoint based on a review of the candidate's progress. Please use the chart below to understand the various required checkpoints throughout the year. Note, your faculty supervisor may require more than what is articulated here; all content areas vary slightly.

NOTE: All required evaluations should be shared with students in their [assessment folder](#).

Time of Year	Evaluator	Self Assessment	Mentor Assessment	Lesson Plan	Official Observation	Meeting with Candidate	Assessment Threshold	Danielson Rubric	Pass Result
Early Summer	Faculty Supervisor	Not required	Not required	Not required	Not required	Not required	Relevant sections of Cluster 6 are proficient.	Not required	Begin work at BSHS
Mid Summer	Mentor Teacher and Faculty Supervisor	Required	Required	Required	Required	Required	Overall proficiency Cluster 6 and has no clusters evaluated as unsatisfactory	Required	Continue at BSHS
End of Summer	Faculty Supervisor	Not required	Not required	Required	Not required	Required	Overall proficiency in Clusters, 2, 3, and 6 and has no clusters evaluated as unsatisfactory	Required	Begin fall residency semester
Mid Fall	Faculty Supervisor	Not required	Not required	Required	Required	Required	Relevant sections of Cluster 6 are proficient.	Not required	Continue work at school site
Late Fall/Early Spring	Mentor Teacher and Faculty Supervisor	Not required	Not required	Required	Required	Required (can be separate meetings)	Overall proficiency in cluster 6 and no clusters unsatisfactory	Not required	Begin spring residency semester
Mid Spring	Mentor Teacher and Faculty Supervisor	Required	Required	Required	Required	Required (triad meeting)	Approaching proficiency in all clusters and no clusters evaluated as unsatisfactory + student survey results	Required	Continue spring residency semester
End of Spring	Faculty Supervisor	Not required	Not required	Required	Required	Not required	Met overall proficiency in all clusters and has no clusters evaluated as unsatisfactory + student survey results	Required	Able to be certified

Portfolio

The digital portfolio (archived on Google Sites) will be the record of each candidate's teaching experience during Brown Summer High School and school-year residency. Candidates design their portfolios around four Danielson Domains, which align to the Clusters highlighted in the Danielson Rubric. As candidates move through summer and fall residency experiences, they add artifacts that reflect their learning, along with reflections on each domain that describe their progress toward meeting the standards in that domain. At the end of the summer and spring semesters, candidates compile their work onto a single Google Site that can be shared with employers and others interested in their experience at Brown. For more information, see the [Portfolio Overview](#). Due dates: final day of the summer semester and the final day of semester 2.

Capstone Project and Presentation

During the yearlong residency placement, Candidates complete a capstone project, which serves as a major piece of scholarship embarked on in the classroom. Elements of the project are supported in various programmatic courses. In order to pass this component of the program, all candidates must demonstrate a positive impact on student learning through their Capstone project. For more information, see the [Capstone Overview](#). Due date: final day of semester 2.

Praxis Test

By March 1st, in order to receive their Rhode Island Certification, candidates must complete the Praxis content exam for their discipline by March 1st (students are encouraged to take the Praxis in August, prior to the start of residency). A waiver can be requested from ETS at the following link [Praxis Fee Waiver](#). 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. Please see the list below for specific Praxis test requirements (send scores to Brown (RA3094) AND the RI Department of Education (R8077)):

- **English:** English Language Arts Content and Analysis (#5039) Passing Score = 168
- **Mathematics:** Mathematics (#5165) = 159
- **Social Studies:** Social Studies: Content Knowledge (#5581) Passing Score = 153
- **Science:** Biology (#5236) Passing Score = 154; Chemistry (#5246) Passing Score = 146; Physics (#5266) Passing Score = 145

Educational Laws and Policies Module

Prior to the fall orientation, candidates must demonstrate their understanding of Educational Laws and Policies. In order to do this, students should complete the 7 modules in the Educational Laws and Policies course on Workday. In order to complete the modules, please complete the following steps:

1. Log into Workday
2. In the menu to the left, click "Learning"
3. Click "Search for Available Learning"
4. In the search bar, type: "Educational Laws and Policies"

Complete the Right to Read Act Awareness Modules

Prior to the fall orientation, candidates must demonstrate their awareness of Rhode Island's Right to Read Act. The Right to Read Act requires that Secondary Educators demonstrate awareness of the knowledge and practices of the Science of Reading and Structured Literacy. For more information, visit [RIDE's Structured Literacy page](#). In order to do this, candidates should complete the 5 courses in Bridge RI's "Structured Literacy Awareness" series by following these steps:

1. Click [this link](#) and follow the instructions for how to register and complete the course modules. As you finish each course, you'll be given a code to use to access the next course.
2. When you finish all five courses, you will receive a 'Series Completion Certificate' in your email. Please forward your series completion certificate to Jessica at jessica_cho@brown.edu.

Rhode Island Certification Process

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.

Common Program Assignments

A number of program-based assignments will be assigned to all students within academic courses. These assignments each are incorporated into the student's portfolio and are important indicators of student success. They include:

- **Shadow a Student Assignment:** Candidates will follow a student throughout the school day and reflect on the experience.
- **Unit Plan Assignment:** Candidates will develop and teach a unit plan of their own design.
- **60 Observations:** Candidates will complete 60 observations over the course of the year (40 in the fall and 20 in the spring). It is recommended that half of these observations be of the mentor teacher, while the others include observations of different grade levels, content areas, school sites, and school types. 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.
- **Community Assets Mapping Assignment:** Candidates will create a map of the community assets that students in their school bring.
- **Learner Profile Assignment:** Create and update a list that profiles the students in the Candidates class, their strengths, growth areas, and any additional learning-centered information about them.

- **Culturally Responsive Teaching Journal Assignment:** Maintain a journal of teaching experiences and observations that centers thoughts and reflections on culturally responsive teaching.

Other Program Requirements

Workshops

All candidates are required to attend workshops as scheduled throughout the year. These seminars include topics such as: semester orientations, professional conduct, child abuse and neglect, suicide prevention, career seminars, certification, and a range of additional topics as determined by the program's faculty. MAT candidates should communicate with the Director of Teacher Education if they must miss a workshop or other mandatory program event.

Professional Development Conferences

The program will reimburse each MAT candidate up to \$100 for expenses related to attendance at a professional conference or workshop (i.e., registration fees, travel). Candidates should first ask for approval from the Director of Teacher Education by following the process explained by the Academic Program Manager.

Students in Difficulty

If it is determined that a candidate is having difficulty making progress for any reason, the candidate is referred to the Director of Teacher Education. After an initial evaluation, the candidate may be placed on "warning" status, or be issued an extenuating circumstances letter. In each case, conditions that candidate must meet in order to remain in the program will be articulated. In the case that the student does not meet these conditions the case may then be sent 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. This committee then decides if there are further conditions under which the candidate may continue in the program. If the candidate continues to experience difficulty making progress, they may be asked to take a year off from the program (returning at the beginning of the current semester one year later), or be removed from the program. Please see below for expectations that refer to specific program components.

Assignment Completion and Course Attendance

In the event that a Candidate has more than two (2) unexcused absences from class and/or is more than one (1) week late in submitting any assignment for a course, the Director of Teacher Education will pull the Candidate from residency to complete coursework and meet with the professor. This missed day of residency will count toward the Candidate's total allowed personal days for the semester. If the student uses more than five (5) personal days (due to incomplete work or any other reason) they will be referred to the Graduate Committee and/or issued a letter of Warning (see above).

Workshops

A missed MAT workshop 'counts' as a missed day of residency – see below for residency attendance requirements.

Residency

In the event that a Candidate misses more than five (5) days of residency in any semester, or in the event that the faculty supervisor or mentor teacher determines that the candidate is not making adequate progress at a Danielson Rubric checkpoint (see “Performance Evaluation Checkpoints”), they will be referred to the Graduate Committee and/or issued a letter of Warning (see above).

University Supports: Title IX, SHARE, and Student Conduct

The university provides a variety of supports for students who have experienced harm on campus. The [Title XI office](#) and [SHARE office](#) provide confidential reporting and supports for students who have experienced sexual harm. The office of [student conduct](#) and office of [public safety](#) work to keep students safe from other harm or violence on campus.

Program Accommodations

The MAT program may offer a number of accommodations to support students in difficulty. These include: pulling students out of residency for a period of time to work in the education department; working with students during residency break weeks to make up work; requiring additional residency days in May; connecting candidates with university supports (such as emergency food, mental health, or housing support); and increasing meeting time with the candidate to advise about a range of issues. While the program is able to accommodate a range of student needs, it is more limited when accommodations affect the young people we work with (e.g. the program cannot provide extra time on lesson plans that must be delivered to students on a set time schedule).

Program Removal

In extreme circumstances, candidates may be removed from the program. These include: a determination that a candidate is unable to complete a residency placement or be assigned a new placement; a candidate’s inability to complete their coursework or program requirements on time or with demonstrated proficiency; a violation of Brown’s code of conduct or other egregious offense.

International Students

Work Authorization

International students require CPT work authorization prior to working at their residency site placements in the fall and prior to student teaching in the spring. Please contact Jessica Cho no later than early August to initiate the application process with [the Office of International Students and Scholars \(OISSS\)](#).

Orientation for International Students

An orientation for international students will be scheduled during students' first week on campus. This orientation will cover work authorization and other regulations that may affect international students during their time as MAT candidates.

Brown Summer High School

Overview

Brown Summer High School (BSHS) is a free daytime enrichment program open to Providence-area high school students. It is MAT candidates' first exposure to teaching during their MAT year. Courses at Brown Summer High School are co-taught by two MATs and one experienced mentor teacher. During Brown Summer High School, MATs receive daily feedback from their mentor teacher and discipline faculty members. For more information about Brown Summer High School, see the Faculty Handbook. See below for a summary of expectations for participants in Brown Summer High School.

Roles and Expectations

Principals and Leadership

Two MATs from the previous year's cohort typically serve as co-principals of Brown Summer High School. Principals are responsible for maintaining organized records of all aspects of BSHS, recruiting and registering students, orienting parents and faculty, student scheduling, handbook creation/development, organizing assemblies, tracking daily attendance, and maintaining student confidentiality and safety at all times. Principals are supervised by the faculty director of BSHS and the faculty director of MAT. They are supported by the Education Department staff.

MAT Candidates

During BSHS, MAT candidates are responsible for understanding the expectations set out in the BSHS handbook which include: creating a welcoming community for students, recording student attendance and academic performance, communicating with principals and faculty, and completing assigned duties (e.g. breakfast and lunch set up and clean up). They are also expected to attend community building events during BSHS (e.g. registration day and family night) along with BSHS faculty meetings. Finally, MAT candidates will plan and teach one section of BSHS along with peers and with the support of an experienced mentor and faculty member. Candidates are not permitted to miss more than three (3) days of programming during the summer.

MAT Faculty

In addition to teaching their assigned course over the summer, MAT faculty conduct at least two formal observations of candidates; coordinate and lead the work of mentors; guide and provide feedback on the design of units and lessons; and evaluate candidates' readiness to advance to the fall semester.

Mentors

The summer mentor role is a crucial part of the MAT yearlong learning sequence. Summer mentors serve as MAT's first model of great teaching, and support and guide them through their earliest teaching experience in Brown Summer High School. See below for specifics about mentor responsibilities and compensation.

Key Dates

- Mentors begin on June 23rd, and end on July 25th, 2026
- MATs will begin their work in the program June 11th
- Brown Summer High School will run July 7th-25th, from 8AM-12PM

Hours, Requirements, and Compensation

Mentors are required to attend all Educational Theory and Practice class sessions (~40 hours) and work ~4 hours per day at Brown Summer High School (~60 hours). In total, expect to work ~16 hours per week. Compensation is \$4000. NOTE: Mentors do not need to attend BSHS faculty meetings.

Onboarding

Summer mentors are hired as contract employees by the Department of Education. Summer mentors can apply for university IDs which grant them free bus access during the summer. Mentors are also responsible for completing the requirements in [Brown's Minor Protection Policy](#) prior to working directly with high school students at BSHS.

Qualifications

Mentors must have 3 years of secondary teaching experience and (preferably) mentorship experience/expertise. Preference is given to applicants working in our partner schools, Blackstone Academy, Hope High School, Central Falls High School, and Paul Cuffee High School.

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
- A commitment to establishing a culturally responsive classroom community

Responsibilities

- Throughout the summer:
 - Attend all Educational Theory and Practice (ETP) classes
 - Support MATs in the development of units and lessons
 - Meet and communicate with MAT faculty about candidate performance when needed
 - Present 1-2 workshops based on personal expertise in ETP 1 scheduled at the discretion of the faculty member
- During Brown Summer High School:
 - Review and provide daily feedback on team lessons the evening before the day's instruction
 - Observe the daily instruction of MAT candidates on your team
 - Provide feedback notes/summary of observations including strengths and growth areas
 - Lead daily debrief supporting reflection about the instruction.
 - Evaluate candidate performance using the [Brown-Adapted Danielson Teaching Rubric](#)
 - Submit required evaluation forms twice during the summer
 - Participate in relevant Triad Meetings with content supervisors

Absences (Mentors and Candidates)

If a mentor or candidate must be absent during Brown Summer High School, they should contact their faculty supervisor, everyone on their teaching team and the BSHS principals as soon as possible. If at all possible, mentors and candidates should recruit their own coverage by asking for another mentor in their discipline to switch places with them (in the case of mentors) or asking their co-teacher to teach a solo lesson that day (in the case of candidates). In extreme cases (such as an extended absence), another mentor, BSHS principal or faculty member may need to cover observations for the mentor or teaching for the candidate. If a switch is not able to be arranged, \$160 (equivalent to a day's pay) will be redistributed to the person who substitutes.

Residency During the Academic Year (Fall, Spring)

Overview

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. In each component, the candidate is paired with a master teacher in their discipline.

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.

Residency Assignment (i.e. ‘matching’)

Candidates are placed in a variety of school settings in the greater 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. Ultimately, final placement decisions are made by faculty and mentor teachers.

We use the following process to match candidates with appropriate schools and mentor teachers:

- Online survey of candidates about needs and desires
- Initial interview with the disciplinary-based MAT faculty
- Ongoing observations in Brown Summer High School
- Final conversation about best ‘fit’ mentor match
- Confirmation and ‘connection’ email from faculty director with candidate, program director, site principal, and mentor teacher included

Effective Residency Sites

Brown’s MAT program partners with local urban schools with staff who are committed to preparing future teachers. Clinical experience partner schools are chosen based on the availability and evidence of resources that provide MAT candidates with an environment in which to practice implementing effective instruction for all children.

Qualities of effective field sites include:

- A professional culture of assets-based student-facing practices, reflection, and feedback
- A diverse, integrated student body (i.e. students with different abilities or identities begin educated in the same classroom)

Transportation to/from Residency

The program makes every effort to ensure that candidates can easily travel to and from their school sites. Brown provides the following resources to candidates:

- RIPTA Bus passes for all candidates
- Gas reimbursements for students who carpool together (up to \$250 per semester). NOTE: the program cannot reimburse rideshare companies (e.g. Uber or Lyft).
- 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.

Changing Residencies

Candidates may need to change field sites if problems arise that prevent them from remaining safe and/or engaging in productive learning at the site. If the candidate experiences an issue, they should contact their faculty supervisor and/or the Director of Teacher Education. If the problem is not resolved to a satisfactory conclusion and requires a change in placement the Director of Teacher Education will initiate a change of residency. During a placement switch, a candidate may miss up to two days of residency. If a change in placement is initiated, the following steps occur:

- The TE director meets with the faculty lead to determine an alternative placement.
- Except in extreme circumstances, once an alternative placement is found, the mentor teacher, candidate, and faculty and/or program director meet to discuss the new placement and lessons learned.
- The faculty director meets with the site principal to discuss reasons for the switch and any next steps.

Residency Hours and Absence Policy

Workshop Attendance

Unless marked otherwise, monthly workshops are mandatory for MATs. Missed workshops count as an absence from residency. Candidates should schedule time to make up missed workshop content with the program director.

Fall Residency and Practicum Hours and Attendance

In the fall semester, candidates begin residency in mid-August when teachers are required to participate in professional development in preparation for the year (see the [Yearlong Program Calendar](#) or your residency-site's school calendar for details). During the fall residency, candidates must log 3-4 hours at their school site on Monday-Thursday and 8 hours at their school site on Fridays. While on site in the fall, candidates should plan to support mentor teacher's classes, grade work, meet with students, and participate in school-based activities. Candidates should plan to complete all residency work assignments (e.g. grading papers and planning for teaching activities) while on-site and focus on coursework outside of residency hours. Candidates may choose to attend additional professional development sessions, field trips, parent conferences, or other events that don't directly interfere with Brown coursework. In the case of a conflict between Brown courses and residency hours, candidates may leave residency early to get to class on time.

Spring Residency Hours and Attendance

In the spring, candidates are expected to begin their residency on the first day back from winter break. During this period, candidates should spend the same number of hours at their school site as

a contracted teacher in the district (~8 hours per school day). In addition, candidates should plan to attend all professional development sessions, field trips, parent conferences, or other events that don't directly interfere with Brown coursework. In the case of a conflict between Brown courses and residency hours, candidates may leave residency early to get to class on time.

Student Teaching Hours and Attendance

Candidates are required to take over .4-.5 of their mentor teacher's courses for a minimum of 12 weeks. Some student teachers begin teaching before the winter break begins, while others choose to begin teaching fully toward the end of January. All candidates should have fully taken over the agreed upon courses by February 1st. As a general rule of thumb, candidates should have half of the teaching load (~4 hours) and double the prep-time (~2 hours) of a fully contracted teacher.

Candidates work with mentors during the fall semester to determine the classes/subjects that are a 'best fit' for the candidate and the school. Candidates and mentors also must decide where and how candidates will spend their time when they aren't 'on' during the spring semester. While it is permissible for candidates to do a small amount of classroom assistance when they aren't teaching, they should have a minimum of 2 hours per school day to prepare their classes for the coming day, reflect, and meet with their mentor teacher. We encourage candidates to spend this 'prep time' outside of the classroom so they can accomplish as much as possible.

Student Teaching Lesson Plan Expectations

Candidates are required to prepare one unit plan (between 3 and 6 weeks long) for their spring teaching semester. This unit plan can leverage the mentor teacher's existing plans (or required high quality curriculum), but should account for the specific students the candidate will be teaching, and should be adapted to incorporate learning from their fall coursework. Outside of this unit plan, the candidate is permitted to use the school's curriculum and/or mentor teacher's curriculum more completely, but should still be adapting the curriculum to fit the needs of their individual students. Candidates should submit completed lessons to their mentor teachers at least 24 hours before teaching the lesson, so mentors can provide feedback if needed. Mentors may provide more general feedback on lessons and observations on a weekly basis (see requirements in the 'mentor teacher guide').

Residency Absences

If student teachers must be absent from their residency for any reason, they must inform their mentor teacher and other appropriate school personnel, along with their faculty supervisor and the program director, via email, at least 24 hours in advance. In addition, the candidate is responsible for providing any substitute lesson plans or other preparation work in the event of an absence.

Unforeseen absences should only occur in the case of illness or family emergency, in which case, the candidate should provide a doctor's note or have subsequent written permission from the director, explaining the circumstances of the absence.

Five (5) personal or sick days during the fall semester and five (5) sick or personal days are allowed during the spring semester. However, only two (2) personal days may be taken consecutively at any one time. If a candidate is late to residency more than three times, each subsequent late arrival (or early departure) will count as an additional absence. Observations at other schools do not count as absences from residency, unless they occur during the classes a candidate teaches. Candidates

whose wellness or family obligations exceed that number must meet with the Director of Teacher Education. Additional days in residency may be required to meet the requirements of the program.

Transporting Students

Student teachers are not permitted to transport students under the age of 18 (e.g. to school, home or extra-curricular activities).

Candidate as Substitute

Overview

All MAT candidates will be certified as substitute teachers by the start of the academic year in their school or district. All MAT candidates will sub for their mentor teacher two (2) times during the school year, to enable mentors to attend professional development/mentor training at Brown. In the event of any additional mentor absences, it is permissible for the candidate to take on the role if the mentor and candidate agree that it will be a mutually beneficial experience. This may be more relevant during the spring semester, once candidates have had more practice in the classroom. MAT candidates may not sub more than five (5) days per semester for their mentor teachers.

Subbing Compensation

All current sending districts compensate student teachers from Brown when they substitute for their mentor teachers, though the process for receiving compensation varies by district. In general, student teachers must communicate directly with Human Resources in their district *before* the mentor teacher reports their absence in order to receive compensation. During the two (2) mentor PD days, candidates are not compensated, as these days are seen as meaningful program-wide professional development.

Guide for Mentor Teachers (Residency)

Overview

Mentor teachers, first and foremost, must be able to execute the duties of a teacher at a high level. For example, they should develop and implement highly effective lesson plans, practice efficient classroom management/facilitation, and hold themselves to high standards as professionals. They play the role of mentor, team leader, co-planner, guide, cheerleader, and trusted colleague. They must be patient, and able/willing to give consistent and constructive feedback. The section below details policies specific to the work of mentor teachers at residency sites.

Additional Requirements

Brown MAT makes every effort to partner with mentor teachers who have demonstrated at least one year teaching in the school/district and at least three years teaching in their content area. In the event that a mentor teacher does not meet these requirements, the program will provide written justification for the mentor teacher's hire.

Candidate Performance Assessment

Danielson Rubric-Based Evaluations

Mentor teachers are responsible for using the [Danielson Rubric](#) to assess candidate's performance once per year, at the mid-spring checkpoint and triad conference. By this checkpoint, no clusters should be evaluated as 'unsatisfactory' and all clusters should be approaching proficiency.

Regular Survey-Based Feedback Forms

The Director of Teacher Education will regularly solicit the feedback of mentor teachers on candidate progress and the program. Mentor teachers are responsible for completing the survey-based feedback promptly so that it can be used to align course decision-making and feedback for candidates.

Mentor Professional Development

Brown's MAT program is committed to building strong relationships with schools and mentor teachers, and providing regular, high-quality professional development that develops mentors into competent teacher-educators in schools. Mentors should expect to receive two kinds of professional development:

Mentor Orientations and Workshops

Mentors may be asked to attend regular workshops and orientations that guide their work with MATs. Prior to each semester, mentors will meet with the director of teacher education and other mentors at their school site to discuss expectations for candidates, and best practices for the support of candidates during the upcoming semester.

Professional Development Days

Twice during the academic year, MAT candidates will substitute for their mentor teachers while mentors engage in a more substantive professional development experience at Brown. Mentor PD days don't count against official days off from school sites for mentor teachers. On mentor PD days, mentors should leave thorough plans for MAT candidates to follow, and be prepared to debrief their experience of substitute teaching. Mentors receive a certificate of professional learning from Brown and may receive professional development points as well, depending on the district.

Candidate-Facing Expectations

Weekly Meetings and Observations

Mentor teachers should regularly observe and debrief with candidates.

- In the fall, mentor teachers should meet weekly with candidates to discuss teaching, school-systems, and student relationships. Weekly meetings should last at least 20 minutes and be centered on the MAT candidate's goals and observations, and the mentor teacher's feedback for the candidate. Additionally, mentor teachers should conduct at least two 'formal' observations of the candidate's teaching, with written feedback, reference to the Danielson rubric, and designated time to debrief.
- In the spring, mentor teachers should continue to meet weekly with candidates. Additionally they should observe candidates weekly and provide written feedback to candidates that aligns with the Danielson Rubric. While mentors may occasionally step out of class to take a meeting (up to two hours a week), and are welcome to do other work in the back of the room, they are generally required to be present in the room while the student teacher is teaching. Additionally, mentors should review candidates' written lesson plans weekly and incorporate planning feedback into their regular conversations.

Mentors may use the [observation checklist](#) to guide their conversations with MAT candidates.

Class-Candidate Introductions

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.

School Policies and Expectations

The mentor teacher should prepare to orient the candidate to the school policies and expectations early in the fall semester, and should reiterate these expectations frequently throughout the year. Mentor teachers are responsible for ensuring that candidates know emergency procedures, discipline policies, administrative hierarchies, and any other relevant policies and expectations

Management and Discipline

Mentor teachers are the primary teachers of management and discipline skills for MATs. Particularly in the fall, mentors should think systematically about how to help MATs develop the skills that they will need to gather student attention, reinforce positive social and emotional skills, effectively engage student resistance and redirect student misbehavior.

Facilitating Candidate Observations

Candidates will be expected to conduct 50 observations of teachers during the course of the year (30 in the fall semester, and 20 in the spring semester). Approximately half of candidate observations should be of their mentor teachers, while half should center teachers of other grade-levels and subject areas, and/or teachers at different schools. Mentor teachers should assist MAT candidates in connecting with teachers to observe, and should be available to debrief their weekly observations during one on one meetings with the candidate.

Reviewing Lesson Plans

The student teacher and mentor teacher should have a clear process for reviewing lesson plans prior to their implementation. Plans should be submitted to mentor teachers in time for the mentor to read, review and provide feedback. Once student teachers are teaching regularly, mentor teachers should give weekly feedback on lesson plans (it is fine if this feedback is included in a shared document that also includes observation notes and feedback).

Candidate Job Recommendations

Mentor teachers should plan to write an honest, accurate recommendation for their MAT candidate by May 3rd, at the end of the candidate's student teaching semester. If the mentor teacher is not equipped to write a recommendation for the candidate, they should alert the candidate's faculty director and the Director of Teacher Education.

Mentor Extended Absence

In the event that the mentor must miss more than five (5) consecutive school days, the mentor should inform the MAT candidate, the candidate's faculty supervisor, and the Director of Teacher Education so that program staff can assist with making a plan for the candidate.