



BROWN

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# TEACHER EDUCATION HANDBOOK

## BROWN UNIVERSITY MAT PROGRAM 2020-2021

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### **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 | 2020-2021

### Summer Semester

June 15	MAT Orientation – Beginning of Teacher Education Program
July 13-24	Brown Summer High School
August 3-7	Summer Reading Period/Final Work Week
August 7	Summer Work due

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### August Break

#### Complete the Educational Laws and Policies Module

To be eligible for state licensure, you must take and pass the Praxis exams listed in the handbook. They are due to the program no later than March 1st. It is recommended that you complete the required exams by the end of this period. If the score attained does not meet the state required passing score, taking the exams at this time allows the opportunity for the exams to be attempted again and for the department to provide additional supports before the second attempt. If you have any questions or concerns about the Praxis exams at any time, please contact your faculty director and/or the Director of Teacher Education.

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### Fall Semester

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

August 20	Everyone is back in Providence and ready to begin Fall Practicum
August 31	Graduate Student of Color Orientation (participation is optional)
First day of school	Fall Practicum Begins This varies from school to school (check with your mentor teacher)
September 1	Graduate School Orientation (participation is required unless you are attending professional development at your placement school)
September 4	Registration for Fall classes opens at 8 a.m.
September 9	Fall classes begin at Brown University
September 22	Last day to add a course without a fee (5 p.m. deadline)

October 6 option	Last day to add a course (includes late fee) or change a grade declaration (5 p.m. deadline)
October 12	Indigenous Peoples' Day (no University exercises)
TBD	Career Workshop: Resume and Organizing the Job Search
November 10-17	Registration for Spring Semester classes opens
November 25-29	Thanksgiving Recess begins Wednesday at noon
TBD	Last day of Fall Practicum
December 12-21	Brown Final Examination Period

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### Spring Semester

Early January	Spring Student Teaching begins Date depends on your placement; but will be on the first day that schools begins again after break
January 27	Spring Semester classes begin at Brown
TBD	Career Workshop: Preparing for the Interview
March 1	Deadline to submit Praxis scores
March 12-23	Mid-semester Conferences
March 27-April 4	Brown Spring Recess
TBD	Certification Meeting (during class)
May 11	Approximate last day of Student Teaching
May 12-21	Brown Final Examination Period
May 20 <sup>th</sup>	Capstone Presentations and Graduation Dinner
May 30	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. In addition, this handbook serves as a guide and resource for mentor teachers in their partnership with the Brown Teacher Education Program.

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 predominantly academic semester which includes a practicum experience, and concludes with a full-time student teaching 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.

### *Students in Difficulty*

In the case of extenuating medical or personal circumstances at any point during the program, please 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 2020 summer session runs from June 15-August 7. The Brown University academic year begins on September 9, 2020; however, candidates will begin the Fall semester in accordance with their school placement calendar. Spring student teaching is expected to begin in January when the school placement begins, with the schedule varying by school placement site. Commencement is May 30th.

*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. While applicants are not required to have distinct courses in every area, coursework must provide evidence for 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 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 potential candidate for admission. Applicants are strongly encouraged to come to Brown for an interview, but if necessary, a video or telephone interview may be arranged.
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. Concurrent degree applications must be received by October 1 of junior year for early decision or by April 1 for regular admission.
6. **Tuition and Financial Aid:** Tuition for the 2020-2021 academic year is \$59,254. MATs are eligible for financial aid in the form of tuition support. Financial aid is awarded on the basis of merit and financial need. 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): [www.fafsa.ed.gov](http://www.fafsa.ed.gov). 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](http://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, history/social studies, science, or mathematics. The program consists of eight course credits taken in education, including the summer practicum and academic-year student teaching. Graduate transfer credit from other institutions is limited.

*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. [Concurrent baccalaureate/MAT degree applicants](#) can take the undergraduate equivalents of EDUC 2500 and EDUC 2385 to count toward their MAT degree.

**Summer 2020**

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 2020**

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.
 <b>Spring 2021</b>		
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, at least 60 hours of field experience before student teaching in Brown Summer High School, the completion of the Educational Laws and Policies Module, the fall practicum in the school placement, student teaching, 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. For additional information regarding reciprocity and RIDE licensure application, please visit the [Certification Google folder](#).

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 is available in the [Certification Google folder](#) and will be provided at

certification meetings. It is the candidate's responsibility to inform him/herself of current certification guidelines in other states.

Certification meetings will be held during the course of the year to outline the certification process. The Certification Officer 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, you are encouraged to take the exams sooner. See [www.ets.org/praxis](http://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 RIGHT AWAY!): [https://www.ets.org/praxis/about/fees/fee\\_waivers/](https://www.ets.org/praxis/about/fees/fee_waivers/). If you are requesting a fee waiver for the PLT and your subject area test, you must take the exams during two different testing periods.
  - a. **Principles of Learning & Teaching 7-12 (#5624)**  
Passing Score = 157
  - b. **Praxis II Subject Assessment tests**  
**English:** English Language Arts Content and Analysis (#5039) Passing Score = 168  
**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
2. Send scores to Brown (RA3094) AND the RI Department of Education (R8077).
3. Once the Certification Officer 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 (\$100 per certification area).

**Capstone Project Presentation Requirement**

During your yearlong teaching 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 2020-2021 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 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. 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 entry. 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 her/his 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 Test to be eligible for work in any clinical setting. The background check and TB Test must be completed prior to entering your placement.
- b.) During the program, if a candidate is charged with a crime, he/she 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 their disciplinary-based faculty member 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 may receive a failing grade for the course. A failing grade resulting from a request by school personnel to remove a candidate from a placement is not subject to an appeal.
- c.) Students who fail a clinical experience will be dismissed from the program.

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

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

## **Summer – Educational Theory and Practice 1: Fundamental Methods with the Brown Summer High School Experience (Modified to Online Environment in response to COVID-19 Restrictions)**

Candidates spend two weeks as faculty members at Brown Summer High School (BSHS), an online enrichment program for students entering 9<sup>th</sup>-12<sup>th</sup> 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.

### *Summer Calendar*

June 15-31	Educational Theory and Practice 1 Foundations of Teaching and Learning
July 13-24	Brown Summer High School
August 3-7	Summer Reading Period/Final Work Week
August 7	Summer Work Due
August Break	Educational Laws and Policies Module Praxis II Exams

### *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 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**

- Review and provide feedback on candidate units and lesson plans prior to instruction
- Observe candidates teaching the lessons and provide feedback
- Evaluate candidate performance using the Brown-Adapted Danielson Framework for Teaching Rubric
- Communicate with MAT faculty about candidate performance
- Attend Educational Theory and Practice 1 classes as required

### **MAT Faculty**

- Teach Educational Theory and Methods 1
- Oversee and provide feedback on the design of candidate curricular units and lessons
- Conduct observations of candidate instruction and provide feedback
- Support mentors
- Evaluate candidate work

### *Performance Evaluation Expectations*

In order to be considered qualified to advance to the next segment of the program – either the academic semester or student teaching – 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. In order to successfully move onto the next segment, the candidate must achieve at least basic in all clusters. If during the summer experience, a candidate receives a score of unsatisfactory on any cluster on any evaluation, the candidate will have a conference with the faculty director and the program director 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 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 at 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 director. 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, an incomplete (INC) 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 and participation in all course activities and completion of all assignments. 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 Digication.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 are 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 academic and education 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 spends 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. The Education Department faculty, Teacher Education faculty and staff, the mentor teachers at school sites, and fellow MATs are the backbone of this support.

This section of the handbook addresses specific details important to student teachers, 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 end of August when teachers are required to participate in professional development in preparation for the year. Candidates are required to log 4-5 hours each day 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 to groups of students, to preparing and teaching whole class lessons with the supervision of the mentor. 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., 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.

The student teacher 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; providing after-school help; etc. However, the student teacher should not miss their Brown classes because of an in-school activity such as parent-teacher night or a faculty meeting. The only reason that a student teacher might be excused from Brown classes is in case of personal emergency.

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.

#### *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 4-5 hours in your placement daily (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**

- Oversee and provide feedback on the design of candidate curricular units and lessons
- Conduct observations of candidate instruction and provide feedback
- Support mentors
- 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 9-December 11	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 11	Brown classes end for courses not observing Reading Period
December 12-21	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*

Student teachers begin their fall semester on the first day for teachers. 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?

Student teachers 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, including those concerning audio-visual equipment and photocopying, and where supplies and equipment are located. 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. Err on the side of professionalism.

**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*

Many candidates have been tripped up by the legitimately felt need to be liked by their students. This often leads to problems in classroom control that may be prevented if the candidates defer the expectation that they will be liked until later, when the class has gotten to know them. This is not to suggest that candidates be unfriendly, but rather that a businesslike attitude, especially during the first weeks of school, will go far in providing a solid base for good rapport with students that all candidates hope to build.

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.

## *Discipline*

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 disciplinary 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 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 discipline 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 English learners, Special Needs students, 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 C](#).)

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 4-5 hours each day. 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:

### *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	Spring Student Teaching begins (date depends on your placement)
January 27-May 11	Educational Theory & Practice III Practicum & Seminar II Literacy & English Language Learners II Assessment & Using Data
March 1	Deadline to submit Praxis scores
March 12-23	Mid-semester Conferences
March 27-April 4	Brown Spring Recess
TBD	Secondary Certification Meeting (during class)
May 11	Approximate last day of Student Teaching
May 12-21	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 the MAT teaches. These should be submitted to the mentor teacher in time for him/her 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. It cites what is to be taught, teaching methods, the standards addressed and the materials needed. All student teachers are required to follow such a plan. The plan should also contain specific information about what the students will be doing and any other factors that the mentor teacher believes are needed.

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. The candidate begins the Fall Practicum by observing and will eventually be responsible for teaching two of the mentor teacher’s classes during the Spring semester.

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 directors will also use the FfT Rubric to evaluate student teachers twice per semester.

The program faculty 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 so far, 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 director 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 regarding the specific elements of the clusters that they must work toward in order to be recommended for a teaching credential. If candidates experience difficulty in student teaching following the mid-term assessment they will be issued a letter of warning. All candidates in difficulty will also 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 Cluster 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 six cluster areas for the portfolio are:

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

You will select evidence in each of the cluster 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 six cluster 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 director, 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 disciplinary-based faculty of the candidate's specialized program 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, 2021**; however, you are encouraged to take the exams sooner. See [www.ets.org/praxis](http://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/](https://www.ets.org/praxis/about/fees/fee_waivers/).
  - a. **Principles of Learning & Teaching 7-12 (#5624)** Passing Score = 157  
**Deadline:** Register for the PLT no later than December 2020. Send your scores directly to Brown University (institutional code **R3094**).
  - b. **Praxis II Subject Assessment tests** (*should have been completed prior to entering the program*)  
**English:** English Language Arts Content and Analysis (#5039) Passing Score = 168  
**Mathematics:** Mathematics: Content Knowledge (#5161) Passing Score = 160  
**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
2. Send scores directly to Brown University (institutional code **R3094**).
3. Submit the following items to the Certification Officer by **May 1, 2021**:
  - RI [General Educator Application](#) form. Visit the [RIDE website](#) for additional information regarding certification
  - Program Completion form (will be distributed at spring certification meeting)
  - Check payable to the General Treasurer, State of Rhode Island, for \$100 for a three-year initial educator certificate in your teaching discipline, or for \$200 for a five-year initial educator certificate in your teaching discipline

## 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, faculty directors 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. Please consult the Teacher Education Canvas Course for those dates.

### *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.

Please visit this [list of recommended conferences and workshops](#), however, you are not limited to the professional development opportunities listed here. As more events come to our attention, they will be added to this list.

Before registering for professional development for which you would like expensed reimbursed, first ask for approval from the Director of Teacher Education by sending an email with information about the professional development and how it relates to your professional growth. 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

## Appendix A: Brown MAT Program Capstone Project/Presentation Rubric

**MAT Name:**

**Faculty Director:**

Components	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>1. How did you develop your inquiry?</b> <ul style="list-style-type: none"> <li>o Your inquiry emerges from the context of your field experiences and teaching practice</li> </ul>	Inquiry makes innovative and potentially transformative connections to classroom and/or school.	Inquiry makes connections to classroom and/or school.	Inquiry makes limited to no connections to classroom and/or school.
<b>2. Why is the inquiry important and what does the literature have to say about it?</b> <ul style="list-style-type: none"> <li>o The question is situated within a broader body of ideas and research.</li> </ul>	Substantial evidence that you situate your inquiry well within the scholarly and professional research literature. (8 or more relevant citations)	Acceptable evidence that you situate your inquiry in the scholarly and professional research literature. (5-7 relevant citations)	Limited evidence that you situate your inquiry in the scholarly and professional research literature. (0-4 resources)
<b>3. How did you engage with the inquiry in your practice? What student learning objectives did you set as a target?</b> <ul style="list-style-type: none"> <li>o Description of how practice was influenced by the inquiry (curriculum, teaching, assessment, etc.)</li> </ul>	Substantial explanation of impact of inquiry on practice including specific ways in which practice was modified as a result.	Acceptable level of explanation of impact of inquiry on practice including specific ways in which practice was modified as a result.	Little to no explanation of impact of inquiry on practice including specific ways in which practice was modified as a result.
<b>4. What was the impact on student learning?</b> <ul style="list-style-type: none"> <li>o Provide a discussion and analysis of class performance and discuss three specific pieces of student work that demonstrates the range of work that students had in your class.</li> </ul>	Skillfully explains impact on student learning and a positive impact is clearly demonstrated.	Acceptably explains impact on student learning and a positive impact is clearly demonstrated.	Little to no explanation of impact on student learning and/or no positive impact is demonstrated.
<b>5. What did you learn?</b> <ul style="list-style-type: none"> <li>o Findings are presented clearly and concisely.</li> </ul>	Presentation of findings/conclusions are valid, exceptionally clear, and organized.	Presentation of findings/conclusions are valid, clear, and organized.	Presentation of findings/conclusions are not valid, clear, and/or organized.

<p><b>6. What are the implications for you as a teacher?</b></p> <ul style="list-style-type: none"> <li>○ Explain how this inquiry has impacted your approach to teaching and learning.</li> <li>○ Offer questions and next steps that you might pursue in future cycles of inquiry.</li> </ul>	<p>Substantial discussion of impact of capstone inquiry on one's approach to teaching.</p> <p>Questions provide important potentially innovative lines of future inquiry.</p>	<p>Acceptable discussion of capstone inquiry on one's approach to teaching.</p> <p>Questions provide lines of future inquiry.</p>	<p>Limited or no mention of impact of capstone inquiry on one's approach to teaching.</p> <p>Limited or no questions offered for future inquiry.</p>
<p><b>7. To what extent was the capstone presentation well-organized and well-prepared?</b></p>	<p>Presentation organization thoroughly addressed all aspects of your inquiry with clarity and flowed well from start to finish.</p> <p>The capstone was presented with enthusiasm and in an engaging manner for the audience.</p>	<p>Presentation organization was clear and demonstrated understanding of the topic.</p> <p>The capstone was presented clearly and with interest.</p>	<p>Presentation lacked organization and focus, a component may have been incomplete or missing.</p> <p>The capstone was presented with little or no interest.</p>
<p><b>8. Overall capstone inquiry presentation</b></p>	<p>Presentation was outstanding and demonstrated a rich and detailed understanding of the topic.</p>	<p>Presentation was well done and met capstone requirements.</p>	<p>Presentation needs revision in order to meet capstone requirements.</p>

Notes/Feedback:

**Appendix B: Digital Portfolio Requirements**  
**Brown Summer High School Student Teaching Portfolio**  
 Digication Checklist

Candidate  
 Name \_\_\_\_\_

Evaluator \_\_\_\_\_

<b>Introductory Materials</b>	Introduction Feedback:	
	Philosophy of Teaching Feedback:	
	Résumé Feedback:	
	<b>Artifact Uploaded</b>	
<b>Domain 1: Planning &amp; Preparation</b>  <i>NOTE: The Literacy Case Study has been removed as a requirement and should <u>not</u> be included in your portfolio.</i>	<input type="checkbox"/> Reflection on Domain 1 Feedback:	
	<input type="checkbox"/> Artifact #1: Unit Plan Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #2: Lesson highlighting use of technology Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #3: Video-Recorded Presentation Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #4: Feedback:	<input type="checkbox"/> Reflection
<b>Domain 2: The Classroom Environment</b>	Reflection on Domain 2 (Clusters 2 & 3) Feedback	
	<input type="checkbox"/> Artifact #1: Setting Collaborative Classroom Norms and Expectations Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #2: Activity/Lesson showing work with students' funds of knowledge Feedback	<input type="checkbox"/> Reflection

	<input type="checkbox"/> Artifact #3: Feedback	<input type="checkbox"/> Reflection
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<b>Domain 3: Instruction</b>	<input type="checkbox"/> Reflection on <u>Domain 3</u> (Clusters 4 & 5) Feedback	
	Artifact #1: Student Work with Teacher Feedback:	<input type="checkbox"/> Reflection
	Artifact #2: Lesson Plan highlighting Culturally Responsive Teaching Feedback:	<input type="checkbox"/> Reflection
	Artifact #3: Summative Assessment with Rubric/Expectations Feedback:	<input type="checkbox"/> Reflection
	Artifact #4: Feedback:	<input type="checkbox"/> Reflection
<b>Domain 4: Professionalism</b>	<input type="checkbox"/> Reflection on Domain 4 Feedback	
	<input type="checkbox"/> Artifact #1: Reflective Lesson Presentation Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #2: Family Engagement Materials Feedback:	<input type="checkbox"/> Reflection
	<input type="checkbox"/> Artifact #3: Feedback:	<input type="checkbox"/> Reflection

**Spring Student Teaching Portfolio**  
 Digication Checklist

**Candidate**  
**Name** \_\_\_\_\_

**Evaluator** \_\_\_\_\_

<b>Introductory Materials</b>	<input type="checkbox"/> Introduction – Feedback:	
	<input type="checkbox"/> Philosophy of Teaching Feedback	
	<input type="checkbox"/> Résumé Feedback	
	<b>Artifact Uploaded</b>	<b>Reflection Added</b>
<b>Domain 1: Planning &amp; Preparation</b>	<input type="checkbox"/> Reflection on Domain 1	
	Artifact #1: Unit Plan & Summative Assessment	Reflection
	Artifact #2: An artifact that shows how you designed and enacted instruction to develop specific student higher order skills.	Reflection
	Artifact #3: An artifact that demonstrates differentiation to support students with special needs.	Reflection
	Artifact #4: An artifact that demonstrates differentiation to support English Language Learners.	
	Artifact #4: An artifact that demonstrates incorporation of technology for student learning.	Reflection
	Artifact #5: An artifact that shows how you challenged students with rigor in your class.	Reflection
<b>Domain 2: The Classroom Environment</b>	<input type="checkbox"/> Reflection on Domain 2 (Clusters 2 & 3).	
	Artifact #1: Your letter of introduction and a reflection on student response.	Reflection

	Artifact #2: Your plan for developing a strong classroom community.	Reflection
	Artifact #3: An artifact that shows active learning and independence in your classroom.	Reflection
<b>Domain 3: Instruction</b>	<input type="checkbox"/> Reflection on Domain 3 (Clusters 4 & 5)	
	Artifact #1: Assessment - Rubrics and sample student work that shows evidence of how work approaches the standard, meets the standard, and exceeds the standard, with reflection.	Reflection
	Artifact #2: Assessment - At least three pieces of student work that show your detailed teacher feedback and comments on individual student work with the assignment sheet or another artifact that shows assessment practices appropriate to your discipline.	Reflection
	Artifact #3: A sample of a culminating project/exhibition/paper assignment and at least two samples (or other artifact appropriate to your discipline) that show how you constructed a culminating project to be an exhibition of understanding for your students and a reflection.	Reflection
	Artifact #4: Example of scaffolding and differentiation of the skills within a lesson for special education or ELL students and reflection.	Reflection
	Artifact #5: Direct Teacher Presentation PowerPoint and reflection.	Reflection
	Artifact #6:	Reflection

<b>Domain 4: Professionalism</b>	<input type="checkbox"/> Reflection on Domain 4	
	Artifact #1: Capstone Project Presentation and Annotated Bibliography:	Reflection
	Artifact #2: Example of professional development that you participated in outside of regular coursework.	Reflection
	Artifact #3: Curriculum Evaluation	Reflection
	Artifact #4: Core Practices Presentation	Reflection

## Appendix C: Unit Plan Template

### Stage One: Identify Desired Results

**Professional Content Standards :**

**Essential Questions:**

What are the BIG, overarching questions that are central to your discipline and to the content you are going to teach?

**Essential Understandings:**

What central concepts or ideas will students understand?

**Student Knowledge:**

Students will know...

**Student Skills:**

Students will be able to...

**Stage Two: Assessment Evidence**

**What Summative Assessment tasks will student PRODUCE?**

**What other Assessments will you use to help students demonstrate their understanding (diagnostic, formative, and interim)?**

### Stage Three: Plan Learning Experiences

**What instructional methods will you use to teach the identified learning objectives?**

(See *Where to* and *Teaching Techniques to Try* for ideas.)

## Appendix D: Lesson Plan Templates

Name | School | Semester Year

**DATE:**

**LESSON TOPIC:**

**UNIT'S ESSENTIAL QUESTION:**

**DAILY ESSENTIAL QUESTION:**

<b>STANDARDS:</b>
-------------------

<b>Learning Objectives:</b>	<b>Assessments and Evidence of Understanding</b> (what will I look/listen for in my assessments?):
<b>Language Objectives:</b>	

<b>AGENDA:</b> (teaching and learning activities with times)	<b>Advanced preparation/Materials/Set Up &amp; Misconceptions Included Here:</b>
--	--

<b>Differentiation:</b> ( <i>strategies for grouping, ELL, and inclusion</i> )	<b>Student-specific learner factors:</b> (choose 3 students)
--	--

**SCRIPT OF TEACHING AND LEARNING ACTIVITIES:**

<b>Time</b>	<b>What will the teachers be doing/saying?</b>	<b>What will the students be doing/saying?</b>

**REFLECTIONS AFTER TEACHING:**

**Part I:**

- What did I intend to teach?*
- What did my students learn?*
- How do I know they learned it?*
- What would I do differently next time in this lesson?*

**Part II:**

- What did I learn during my debrief session with mentor/supervisor?*
- What are my goals for my next lesson?*

**Optional questions to consider or discuss:**

- What was particularly exciting or effective in today's lesson?*
- What concerns, questions or disappointments do I have?*
- How did I address the variety of skills, learning styles, and abilities of my students?*
- What do my students need next to build on, reinforce, or practice what we did today?*
- What did I learn about any of my students today that I can use in the future?*

**Lesson Template  
(SCIENCE)  
Name | School | Class –  
Semester Year**

**DATE:**

**LESSON TOPIC:**

**UNIT'S ESSENTIAL**

**QUESTION: DAILY**

**ESSENTIAL QUESTION:**

<b>STANDARDS:</b> (NGSS performance standards, CCSS, ISTE)		
<b>NGSS Science and Engineering Practices</b>	<b>NGSS Disciplinary Core Ideas</b>	<b>NGSS Crosscutting Concepts</b>

<p><b>Learning Objectives:</b></p> <p><b>Language Objectives:</b></p>	<p><b>Assessments and Evidence of Understanding</b> (what will I look/listen</p>
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<p><b>AGENDA:</b> (teaching and learning activities with times)</p>	<p><b>Advanced preparation/Materials/Set Up/Safety &amp; Misconceptions Included Here:</b></p>
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<b>Differentiation:</b> ( <i>strategies for grouping, ELL, and inclusion</i> )	<b>Student-specific learner factors:</b> (choose 3 students)
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**SCRIPT OF TEACHING AND LEARNING ACTIVITIES:**

<b>Time</b>	<b>What will the teachers be doing/saying?</b>	<b>What will the students be doing/saying?</b>

**REFERENCES:**

\*(Worksheets, PPT slides, SDS sheets for all chemicals used should be attached to the lesson plan)

**REFLECTIONS AFTER TEACHING:**

**Part I:**  
*What did I intend to teach?*  
*What did my students learn?*  
*How do I know they learned it?*  
*What would I do differently next time in this lesson?*

**Part II:**  
*What did I learn during my debrief session with mentor/supervisor?*  
*What are my goals for my next lesson?*

**Optional questions to consider or discuss:**  
*What was particularly exciting or effective in today's lesson?*  
*What concerns, questions or disappointments do I have?*  
*How did I address the variety of skills, learning styles, and abilities of my students?*  
*What do my students need next to build on, reinforce, or practice what we did today?*  
*What did I learn about any of my students today that I can use in the future?*

## Appendix E: Brown-Adapted Danielson Framework for Teaching Rubric

### Cluster 1: Clarity of Instructional Purpose and Accuracy of Content

<p>Indicators:</p> <ul style="list-style-type: none"> <li>• Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)</li> <li>• Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning, and group work, analysis (1c)</li> <li>• Planned resources and activities aligned to the instructional purpose (1d, 1e)</li> <li>• Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)</li> <li>• Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)</li> <li>• Technology is used to enhance instruction</li> </ul>		<p>Evidence:</p> <ul style="list-style-type: none"> <li>• Planning documents that state the instructional purpose and planned activities</li> <li>• Observation: <ul style="list-style-type: none"> <li>○ Statements to student about purpose; conversations with students</li> <li>○ Accuracy of content</li> <li>○ Alignment of activities and assignments to the purpose</li> <li>○ Questioning sequences that reflect a deep understanding of the content of the lesson</li> </ul> </li> <li>• Reflection: success in achieving the lesson objectives</li> </ul>	
Unsatisfactory	Basic	Proficient	Distinguished
The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students through some combination of the following:	The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students, through some combination of the following:	The instructional purpose and learning tasks are clear; the information presented is accurate and suitable to the students, through some combination of the following:	The purpose and learning tasks of the lesson are very clear, through some combination of the following, in addition to elements listed under “Proficient”:
1A-U The candidate’s plans indicate weak content knowledge.	1A-B The candidate’s plans reflect rudimentary understanding of the discipline.	1A-P The candidate can identify important concepts of the discipline and their relationships to one another.	1A-D The candidate cites intra-and inter- disciplinary content relationships.
1B-U The candidate does not try to ascertain varied skill and ability levels among students in the class to use in preparing.	1B-B The candidate is aware that there are different skill and ability levels in the class, but does not use this information in planning.	1B-P The candidate has identified broad skill groups of students within the class and uses this information in planning.	1B-D The candidate is aware of the proficiency level of each student in the class and incorporates this understanding into plans.
1C-B The candidate is consistently unable to explain how planned learning tasks, materials, and question sequences are suited for the overall goals and topics of the lesson, unit, or longer-term work and to the students in the class.	1C-B The candidate is mostly able to explain how planned learning tasks, materials, and question sequences are suited for the overall goals and topics of the lesson, unit, or longer- term work and to the students in the class, but minor issues may exist.	1C-P The candidate is consistently able to generally explain how planned learning tasks, materials, and question sequences are well suited for the particular goals and topics of the lesson, unit, or longer-term work and to the students in the class.	1C-D The candidate is able to explain fully and specifically how planned learning tasks, materials, and question sequences are well suited for the particular goals and topics of the lesson, unit, or longer-term work and to the students in the class.

1D-U The candidate's plans do not demonstrate awareness of possible student misconceptions or how they might address them.	1-D-B The candidate's plans demonstrate awareness of possible student misconceptions and how they might address them.	1D-P The candidate's plans and instruction demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.	1D-D The candidate's plans demonstrate the ability to address additional misconceptions or student incorrect answers in a masterful way.
1E-U Learning outcomes, as stated by the candidate, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for a significant number of students in the class.	1E-B Learning outcomes, as stated by the candidate, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class.	1E-P Learning outcomes, as stated by the candidate, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.	1E-D Learning outcomes are envisioned in a way that allows for differentiated instruction such that all students are able to reach the learning outcomes in multiple ways.
1F-U At no time during the lesson does the candidates convey to the students what they will be learning.	1F-B The candidate refers in passing to what the students will be learning or it is written on the board with not elaboration or explanation.	1F-P The candidate states clearly, at some point during the lesson, what the students are learning and its significance.	1F-D The candidate states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning to other contexts (e.g., in school, around the world, in their lives).
1G-U The candidate makes a serious error of content or academic language that will affect students' understanding of the lesson.	1G-B The candidate makes no serious errors of content or academic language that will affect students' understanding of the lesson.	1G-P The candidate shows strong content knowledge, but may make minor content errors, and models the correct use of academic language on a consistent basis.	1G-D The candidate does not make minor content errors and models the correct use of academic language on a consistent basis.
1H-U Students indicate through body language or verbal exchanges that they don't understand the content being presented.	1H-B The candidate's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	1H-P The candidate's explanation of content is clear and invites student participation and thinking.	1H-D The candidate explains content clearly, using metaphors, analogies and/or inviting student predictions to bring content to life.
1I-U The candidate does not provide details and examples or scaffolds to make the learning task clear. In general, students appear confused about the learning task.	1I-B The candidate provides scaffolds, models and examples of the learning task so students can complete it. Some confusion may exist, but the candidate addresses students' questions while they are working on the task.	1I-P The candidate prepares clear scaffolding, explanations, models and examples so students are able to complete the learning task. Students engage with the learning task indicating they understand what they are to do.	1I-D The candidate provides scaffolds, explanations, models and examples such that students can utilize various strategies to complete the task independently or in a complex task.
1J-U Planned learning tasks, materials, and question sequences are of low cognitive challenge, and unrelated to the lesson's purpose, or are not suitable for many students.	1J-B Planned learning tasks, materials, and question sequences are of moderate cognitive challenge and/or only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.	1J-P Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.	1J-D Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports.

1K-P Students never have the opportunity for reflection and closure on the content being learned, especially its relation to the unit and broader purposes.	1K-P Students occasionally have the opportunity for reflection and closure on the content being learned, especially its relation to the unit and broader purposes.	1K-P Students often have the opportunity for reflection and closure on the content being learned, especially its relation to the unit and broader purposes.	1K-D Students regularly have the opportunity for reflection and closure on the content being learned, especially its relation to the unit and broader purposes.
1L-U Technology - Technology is not used for teaching and learning purposes.	1L-B Technology (Substitution or Augmentation) Technology offers an effective tool to perform common tasks (e.g., students take a quiz using a google form instead of pencil and paper).	1L-P Technology (Modification) - Common classroom well-defined tasks are being accomplished through the use of computer technology (e.g., technology use that allows for individual and collaborative work allowing for easy peer and candidate feedback, rewriting and the use of multiple media, using computer models to demonstrate abstract concepts).	1L-D Technology (Redefinition) - Computer technology allows for open-ended tasks that are focused on answering an essential question and support student-centered learning. (e.g., creation of a documentary video, creation of a solution to a problem, using simulations).

Cluster 2: Safe, Respectful, Culturally Responsive, Supportive and Challenging Learning Environment

<p>Indicators:          Language of caring and respect between teacher and students and among students, and candidate’s awareness of student’s interests in and beyond school (2a)          Emphasis on transparent communication with students focusing on building a positive learning community          High levels of cognitive energy (2b)          A safe environment for student risk taking (2a)          High expectations for students’ capabilities for learning (2b)          Productive student engagement in small group work (2c)          Students persevere, even in the face of challenges (2b)</p>		<p>Evidence:          Observation:          o Interactions between teacher and students among students          o Student perseverance and commitment to learning          o Student participation and productivity in partner, small group, and whole class work          Student surveys</p>	
Unsatisfactory	Basic	Proficient	Distinguished
<p>Interactions between candidate and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combinations of the following:</p>	<p>Interactions between candidate and students among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:</p>	<p>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:</p>	<p>Classroom interactions indicate high levels of caring and respect, and student assumption of responsibility for the community culture, mutual support for work of high quality, through some combination of the following in addition to elements listed under “Proficient”:</p>
<p>2A-U The candidate uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.</p>	<p>2A-B The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p>	<p>2A-P Interactions between the candidate and students and among students is mutually respectful.</p>	<p>2A-D Interactions between candidate and students and among students is mutually respectful, with no intervention needed by the teacher to correct disrespectful interactions among students.</p>
<p>2B-U The candidate does not address classroom disruptions or redirect to re- establish community and focus in the classroom.</p>	<p>2B-B The candidate inconsistently attempts to address classroom disruptions and does not redirect to re- establish community and focus in the classroom.</p>	<p>2B-P The candidate addresses classroom disruptions and redirects in a way that re- establishes community and focus in the classroom.</p>	<p>2B-D The candidate establishes norms in the community so students can acknowledge and problem solve community challenges and contribute to a positive classroom culture (e.g. restorative justice techniques, etc.).</p>
<p>2C-U The candidate does not engage students’ funds of knowledge and connect the curriculum to students’ lived experiences.</p>	<p>2C-B The candidate inconsistently attempts to engage students’ funds of knowledge and connect the curriculum to students’ lived experiences.</p>	<p>2C-P The candidate actively engages students’ funds of knowledge and connects the curriculum in rigorous ways to students’ lived experiences.</p>	<p>2C-D The candidate establishes a learning community where students routinely contribute their funds of knowledge and connections they make with the curriculum spontaneously.</p>
<p>2D-U The candidate does not employ an asset- based lens to pedagogical, curricular, and</p>	<p>2D-B The candidate inconsistently employs an asset-based lens to pedagogical, curricular, and</p>	<p>2D-P The candidate consistently employs an asset-based lens to pedagogical, curricular,</p>	

personal interactions with students.	personal interactions with students.	and personal interactions with students.	
2E-U The candidate conveys to at least some students, that the work is too challenging for them.	2E-B The candidate conveys uneven expectations of students and inconsistently encourages students to persevere with challenging work.	2E-P The candidate demonstrates high expectations of all students, consistently encouraging students to persevere with challenging work.	2E-D Student questions and comments indicate a desire for deep understanding of the content.
2F-U Students participate in only routine responses and tasks.	2F-B Few students offer their ideas on questions that seem to entail intellectual risk.	2F-P Students participate willingly and appear confident in offering their ideas.	2F-D Students volunteer ideas, even when these ideas might seem to be unpopular among classmates.
2G-U Students exhibit little investment in their work; they abandon their efforts in the face of difficulty.	2G-B Students complete work to meet the minimal requirements	2G-P Students use strategies and feedback to improve the quality of their work.	2G-D Students take initiative in improving the quality of their work.
2H-U Students receive no support from their classmates.	2H-B Students offer assistance to classmates in a supportive manner when prompted by the teacher.	2H-P The candidate establishes a positive learning community in which students demonstrate willingness to interact with and support one another.	2H-D Students demonstrate agency by spontaneously offering support to classmates.
2I-U Students show no sign of active collaboration, answers are copies, or one student dominates group work.	2I-B Group work is sometimes collaborative, sometimes not. Teacher makes intermittent attempts to support group processes.	2I-P Students are productively engaged collaboratively with a partner or during small group work.	2I-D Group work is productive; groups take shared ownership and investment in the products of their work. All members contribute to the group's work.

### Cluster 3: Classroom Management

<p>Indicators:</p> <p>Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)</p> <p>Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) Evidence of clear standards of conduct, understood by the students, monitored by the candidate, corrected successfully (when necessary) by candidate or students, or both (2d) Physical environment supportive of learning activities (2e) Productive contribution to the class by volunteers and paraprofessionals (when applicable) (2c)</p>		<p>Evidence:</p> <p>Observation:</p> <ul style="list-style-type: none"> <li>o Routines</li> <li>o Student conduct</li> <li>o Physical Environment</li> </ul>	
Unsatisfactory	Basic	Proficient	Distinguished
The classroom environment is disorganized and chaotic, through some combination of the following:	The classroom environment is a little rough, through some combination of the following:	The classroom functions smoothly and efficiently, through some combination of the following:	The classroom functions seamlessly through some combination of the following in addition to elements listed under “Proficient”:
3A-U Interactions with students are frequently inequitable or lack fairness.	3A-B The candidate interacts equitably and fairly with students most of the time, but may be inconsistent.	3A-P The candidate interacts equitably and fairly with students.	
3B-U Classroom procedures for transitions and other non-instructional duties are either absent or inefficient, resulting in the loss of much instructional time.	3B-B Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.	3B-P Efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies, transitions to other grouping patterns, etc. resulting in minimal to no loss of instructional time.	3B-D Students carry out procedures with little or no teacher direction.
3C-U Groups not working with the teacher are not involved in productive work.	3C-B Small groups are only intermittently engaged while not working directly with the candidate.	3C-P All students are productively engaged during small-group work, a fact indicating established procedures.	3C-D Students ensure productive small- group work by, for example, assigning roles.
3D-U No standards of conduct aligned with a positive learning community appear to have been established or the candidate does not monitor student engagement, or when noticing student lack of appropriate engagement, appears helpless to do anything about it.	3D-B Standards of conduct aligned with a positive learning community appear to have been set, but the candidate’s attempts to maintain class focus on the task produces uneven success, or the candidate’s response to off-task behavior is inconsistent: sometimes very harsh, other times very lenient.	3D-P Standards of conduct aligned with a positive learning community have been set, the class maintains focus on the task, and the candidate’s response to off-task behavior is consistent.	3D-D Productive classroom norms are well established, and students as well as the candidate act to maintain them.

3E-U There are physical hazards in the classroom, endangering student safety.	3E-B The physical environment is not an impediment to active learning, but does not enhance it.	3E-P The classroom is arranged to support the instructional goals and active learning activities.	3E-D Students take the initiative to contribute and adjust the physical environment so it supports active learning for all students.
3F-U The candidate does not effectively monitor student learning. The candidate's response to off-task behavior is inconsistent.	3F-B The candidate attempts to monitor student learning. When needed, the candidate's response to off-task behavior is sometimes effective.	3F-P The candidate regularly monitors students learning. When needed, the candidate's response to off-task behavior is effective.	3F-D The candidate's monitoring of student behavior is seamless and preventive, accomplished through nonverbal means.

## Cluster 4: Student Intellectual Engagement

<p>Indicators:</p> <p>The content is seen as worthwhile, important, interesting, and relevant (2b)</p> <p>Content is presented in a manner that engages students in thinking and reasoning (3a) Learning tasks require students to engage intellectually, to think; some may involve productive struggle (3b)</p> <p>Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)</p> <p>The lesson has a recognizable structure, with time for reflection and closure (3c)</p> <p>Appropriate scaffolding is provided to help students achieve the learning goals Student explain their thinking and question the thinking of others (3b)</p>		<p>Evidence:</p> <p>Classroom Observation:</p> <ul style="list-style-type: none"> <li>o The quality of teacher presentation of content</li> <li>o The structure of the lesson</li> <li>o The nature of the work students are doing</li> <li>o The nature of student discourse and class discussion</li> <li>o Student metacognition</li> </ul> <p>Student worksheets and activities</p> <p>Samples of student work</p>	
Unsatisfactory	Basic	Proficient	Distinguished
The level of intellectual engagement on the part of students is low, through some combination of the following:	The level of intellectual engagement on the part of students is modest, through some combination of the following:	The classroom is a cognitively busy place with students encouraged to use their minds, through some combination of the following:	The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following in addition to elements listed under “Proficient”:
4A-U The candidate conveys no enthusiasm for the importance of the learning goals and assignments.	4A-B The candidate displays little enthusiasm for the lesson’s purpose or assignment.	4A-P The candidate exhibits enthusiasm for the discipline/lesson and conveys its importance.	
4B-U Content is presented in a didactic manner with no invitation for student intellectual engagement.	4B-B The candidate’s explanation of concepts includes minimal invitations for student intellectual engagement.	4B-P The candidate’s explanation of concepts invites student intellectual engagement.	4B-D The candidate establishes a classroom where students display independent intellectual engagement.
4C-U Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.	4C-B Learning tasks are so highly scaffolded that the result is a single pathway to completion.	4C-P Learning tasks allow students multiple ways to successful completion	4C-D When appropriate, student take the initiative to modify a learning task with the teacher to make it more meaningful or relevant to their needs in order for them to successfully complete the task.
4D-U Writing and learning tasks are low level and do not require class time, instruction by the teacher, or collaboration with a group of peers.	4D-B Writing and learning tasks demand a limited amount of higher-order thinking and may not involve productive struggle.	4D-P Writing and learning tasks, some of which are “group-worthy,” demand higher- order thinking, inviting students to take initiative, and may involve productive struggle.	4D-D Students initiate higher-order questions.

4E-U The candidate's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.	4E-B The candidate's questions are mostly closed with limited, short right answers. Occasionally, questions are posed that invite student to elaborate on their thinking with open ended questions.	4E-P Many of the candidate's questions are open-ended, or have multiple correct answers, inviting students to elaborate on their thinking (when low-level questions are used, they provide scaffolding for new learning).	4E-D In addition to the candidate asking open-ended questions, students extend the discussion by initiating their own question and enriching it.
4F-U All discussion is between the candidate and individual students; students are not invited to respond to each other's ideas.	4F-B The candidate invites students to respond to one another's ideas, but few students do so.	4F-P Students direct their comments to one another during full class discussions; there is lively discussion beyond student talk that is only directed towards the teacher.	4F-D Students invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.
4G-U Wait time is insufficient to support student participation in class.	4G-B The candidate attempts to provide time for students to formulate their ideas; some may make productive use of this time.	4G-P Wait time is used productively; students engage in thoughtful reflection during discussion.	
4H-U The candidate does not ask students to explain their thinking.	4H-B The candidate asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.	4H-P Students are asked to explain their thinking, citing specific reasons; most do so.	4H-D Students routinely explain their thinking and cite specific reasoning without prompting because expectation for this norm has been established.
4I-U Few students are involved in the activities and discussions.	4I-B About half the students are involved in activities and discussions.	4I-P Virtually all students are involved in the activities and discussions.	4I-D Students themselves ensure that all their classmates are involved in the activities and discussions.
4J-U Lessons have no recognizable structure; it's a random series of events.	4J-B Lessons have a recognizable structure, although pacing may be off (parts of it may be rushed, while others drag).	4J-P Lessons have a clear structure, with time for students to engage in thoughtful participation in discussion/writing and learning tasks.	4J-D Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
4K-U The candidate does not utilize means of explanation and multiple representations of concepts (e.g., analogies, metaphors, illustrations, etc.) that help students develop conceptual understanding.	4K-B The candidate demonstrates limited awareness of means of explanation and multiple representations of concepts (e.g., analogies, metaphors, illustrations, etc.) that help students develop conceptual understanding.	4K-P The candidate demonstrates an awareness of means of explanation and multiple representations of concepts (e.g., analogies, metaphors, illustrations, etc.) that help students develop conceptual understanding.	4K-D Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understandings or at connecting procedures to underlying concepts.

## Cluster 5: Successful Learning by All Students

<p>Indicators:</p> <p>Both summative and formative assessments, aligned with learning outcomes, have been planned (1f)</p> <p>The candidate monitors student learning during the lesson (individuals and groups) through a variety of means (3d)</p> <p>Students receive specific feedback on their work from the candidate, the activities themselves, or other students (3d)</p> <p>If necessary, the candidate modifies the lesson to ensure the students “get it” drawing on other resources if needed (1d, 3e)</p> <p>The candidate’s records permit detailed analysis of learning by individuals and groups of students (4b)</p> <p>The candidate enlists, as appropriate, the engagement of families in student learning (4c) In reflection, the teacher assumes responsibility for student learning (4a)</p>		<p>Evidence:</p> <p>Planning documents: formative and summative assessments</p> <p>Observation: monitoring, feedback, adjustment</p> <p>Artifacts documenting record keeping, communication with families</p> <p>Reflection: comments on individual students’ learning</p>	
Unsatisfactory	Basic	Proficient	Distinguished
The candidate makes no attempt to ensure the learning of all students, through some combination of the following:	The candidate makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following:	The candidate makes genuine attempts to ensure the learning of all students through some combination of the following:	The candidate indicates a deep commitment to the learning of all students, through some combination of the following in addition to elements listed under “Proficient”:
5A-U In reflecting on the lesson, the candidate cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.	5A-B In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or were well behaved.	5A-P In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals.	5A-D In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.
5B-U Summative assessments for a unit of study are poorly aligned with the learning outcomes.	5B-B Only some of the instructional outcomes related to a unit of study are addressed in the summative assessments.	5B-P All the learning outcomes for a unit of study have a method for summative assessment, differentiated, as needed for students with different learning goals.	5B-D Summative assessments for a unit of study show a strong understanding of measuring student learning. In addition to being differentiated they provide a suitable amount of challenge.
5C-U No formative assessments have been designed for use during the lessons.	5C-B Plans refer to the use of formative assessments but with no specificity or limited consistency.	5C-P Plans consistently include specific formative assessments for use during instruction.	5C-D The candidate’s plan for formative assessment explicitly provides information to students about their progress in real time.

5D-U The candidate does not provide clear guidance or task descriptions that indicate expectations for successful performance on summative assessments.	5D-B The candidate provides students with some form of guidance and task descriptions that indicate expectations for successful performance on summative assessments, but some elements may be unclear.	5D-P The candidate provides students with rubrics and task descriptions that clearly indicate expectations for successful and exemplary performance on summative assessments.	5D-D The candidate engages in a discussion around the rubrics and task descriptions indicating expectations for successful and exemplary performance on summative assessments and students monitor their own learning as a result.
5E-U The candidate makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.	5E-B The candidate requests global indications of student understanding, such as, “any questions?”	5E-P The candidate monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding.	5E-D The teacher constantly “takes the pulse” of the class; monitoring student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.
5F-U Feedback to students is only global, such as, “Good job, everyone.”	5F-B Feedback to students is neither specific nor oriented toward future improvement of work.	5F-P Feedback includes specific and timely guidance on how students can improve their learning.	5F-D High-quality feedback comes from many sources, including other students; it is specific and focused on improvement.
5G-U The candidate makes no attempt to adjust the lesson in response to student confusion, even when such action is clearly needed.	5G-B The candidate’s efforts to modify the lesson are only partially successful.	5G-P The candidate makes productive changes to the lesson plan in response to evidence of student difficulties.	
5H-U The candidate conveys to students that when they have difficulty learning it is their fault.	5H-B The candidate conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them.	5H-P The candidate conveys to students that the MAT has other approaches to try when the students experience difficulty.	
5I-U Record-keeping systems are in disarray.	5I-B The candidate maintains school-required record-keeping systems, but does little else to inform families about student progress.	5I-P The candidate maintains a coherent record-keeping system on student learning and regularly sends home info. about student progress.	
5J-U The candidate does not ask students to evaluate their own or classmate’s work.	5J-B The candidate makes only minor attempts to engage students in self-or peer assessment	5J-P Students are encouraged to evaluate their own work and use the results of self or peer assessment to establish individual goals for learning and improved performance.	5J-D When appropriate, students use assessment information to guide their steps.
5K-U Students and families are unaware of children’s progress.	5K-B The candidate communicates sporadically with students and families regarding student learning.	5K-P The candidate communicates regularly with students and families regarding student learning.	5K-D The candidate actively encourages two-way communication with students and families regarding student learning.
5L-U The candidate does not typically demonstrate a positive impact on student learning.	5L-B The candidate demonstrates a positive impact on student learning at times, but it is inconsistent or only with the most motivated group of students.	5L-P The candidate demonstrates a positive impact on student learning consistently.	

## Cluster 6: Professionalism

Indicators: Collaboration with colleagues and joint planning, and school/district and community initiatives (4d) Active engagement in workshops, courses, and activities to improve practice (1d, 4e) Integrity and honesty dealing with colleagues and parents on behalf of students (4f)		Evidence: Artifacts documenting: ○ Contributions to school life and the professional culture ○ Professional learning ○ Other professional activities Feedback and surveys from colleagues and supervisors	
Unsatisfactory	Basic	Proficient	Distinguished
The candidate makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:	The candidate makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:	The candidate makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following:	The candidate indicates, through various action and statements, a deep commitment to continuing professional learning and engagement with the professional community to advance the interests of students, through some combination of the following in addition to elements listed under “Proficient”:
6A-U The candidate’s relationships with colleagues are characterized by negativity and lack of collaboration.	6A-B The candidate has cordial relationships with colleagues and works collaboratively with them.	6A-P The candidate has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.	6A-D The candidate takes initiative and a leadership role in organizing collaborative projects.
6B-U The candidate does not reflect critically on her/his teaching practices.	6B-B The candidate demonstrates some ability to reflect critically on teaching practices, but key elements may be missing.	6B-P The candidate demonstrates the ability to reflect critically on teaching practices.	
6C-U The candidate does not respond to constructive feedback provided by the supervisor and/or mentor by changing her/his practice.	6C-B The candidate responds to constructive feedback provided by the supervisor and/or mentor by implementing the suggestions minimally.	6C-P The candidate responds to constructive feedback provided by the supervisor and/or mentor by changing her/his practice.	
6D-U The candidate avoids involvement both in school activities and in district, community, and/or university projects.	6D-B When asked, the candidate participates in school activities as well as district, community and/or university projects.	6D-P The candidate participates in the larger school and professional community beyond their classroom (e.g. faculty/ team/dept. meetings, extracurricular events, back-to-school nights, etc.)	6D-D The candidate regularly contributes to, and leads, significant district, community and/or university projects.

6E-U The candidate rarely participates in opportunities and activities for professional development.	6E-B The candidate sometimes participates in opportunities and activities for professional development.	6E-P The candidate regularly participates and seeks opportunities for professional development.	6E-D The candidate takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.
6F-U The candidate does not seek advice and feedback from the mentor or supervisor.	6F-B The candidate minimally seeks advice and feedback from the mentor and supervisor.	6F-C The candidate actively seeks advice from the mentor and supervisor.	
6G-U The candidate does not respond to the needs of students.	6G-B The candidate rarely or inconsistently addresses the needs of students.	6G-P The candidate usually addresses student needs and actively works to provide opportunities for student success.	6G-D The candidate makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.
6H-U The candidate ignores school, district, university, and state laws and regulations.	6H-B The candidate minimally complies with school, district, university, and state laws and regulations.	6H-P The candidate not only follows school, district, university and state laws and regulations, but also demonstrates critical reflection on and poses thoughtful questions about those laws and regulations.	6H-D The candidate makes material suggestions for the improvement of school, district, and university regulations.
6I-U The candidate does not honors school and university deadlines related to lesson planning, unit plans, grading, etc.	6I-B The candidate rarely or inconsistently honors school and university deadlines related to lesson planning, unit plans, grading, etc.	6I-P The candidate consistently honors school and university deadlines related to lesson planning, unit plans, grading, etc.	6I-D The candidate always honors school and university deadlines related to lesson planning, unit plans, grading, etc.

## Appendix F: Mentor Teacher Observation Feedback Forms

### Brown University Teacher Education Program: Secondary Education Mentor Teacher Comment Form (Summer)

Name of Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**STANDARDS:** These standards are intended as guidelines for discussions, reflections, and written reports by mentor teachers, program faculty and student teachers. Indicate whether the student teacher is “unsatisfactory,” “basic,” “proficient,” or “distinguished” for a particular standard cluster (highlight, bold, or underline). Please cite evidence in the comments section.

FFT Clusters	Rating/Comments:								
<b>Cluster 1: Clarity of Instructional Purpose and Accuracy of Content</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;"><b>Unsatisfactory</b></td> <td style="text-align: center; width: 25%;"><b>Basic</b></td> <td style="text-align: center; width: 25%;"><b>Proficient</b></td> <td style="text-align: center; width: 25%;"><b>Distinguished</b></td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"><b>Comments:</b></td> </tr> </table>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Comments:</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>						
<b>Comments:</b>									
<b>Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;"><b>Unsatisfactory</b></td> <td style="text-align: center; width: 25%;"><b>Basic</b></td> <td style="text-align: center; width: 25%;"><b>Proficient</b></td> <td style="text-align: center; width: 25%;"><b>Distinguished</b></td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"><b>Comments:</b></td> </tr> </table>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Comments:</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>						
<b>Comments:</b>									
<b>Cluster 3: Classroom Management</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;"><b>Unsatisfactory</b></td> <td style="text-align: center; width: 25%;"><b>Basic</b></td> <td style="text-align: center; width: 25%;"><b>Proficient</b></td> <td style="text-align: center; width: 25%;"><b>Distinguished</b></td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"><b>Comments:</b></td> </tr> </table>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Comments:</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>						
<b>Comments:</b>									
<b>Cluster 4: Student Intellectual Engagement</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;"><b>Unsatisfactory</b></td> <td style="text-align: center; width: 25%;"><b>Basic</b></td> <td style="text-align: center; width: 25%;"><b>Proficient</b></td> <td style="text-align: center; width: 25%;"><b>Distinguished</b></td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"><b>Comments:</b></td> </tr> </table>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Comments:</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>						
<b>Comments:</b>									
<b>Cluster 5: Successful Learning By All Students</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 25%;"><b>Unsatisfactory</b></td> <td style="text-align: center; width: 25%;"><b>Basic</b></td> <td style="text-align: center; width: 25%;"><b>Proficient</b></td> <td style="text-align: center; width: 25%;"><b>Distinguished</b></td> </tr> <tr> <td colspan="4" style="padding-top: 10px;"><b>Comments:</b></td> </tr> </table>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Comments:</b>			
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>						
<b>Comments:</b>									

<b>Cluster 6: Professionalism</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<b>Comments:</b>			

**Mid-summer Conference:**

\_\_\_\_\_The candidate has met proficiency in Cluster 6: Professionalism and does not have any other clusters rated as unsatisfactory. Present performance is satisfactory.

\_\_\_\_\_The candidate has not met proficiency in Cluster 6: Professionalism and/or has at least one other cluster rated as unsatisfactory. Present performance is not satisfactory.

Specific areas that must be addressed are outlined below.

**End of the summer Conference**

\_\_\_\_\_The candidate has met overall proficiency in Cluster 2: Safe, Respectful; Culturally Responsive, Supportive, and Challenging Learning Environment; Cluster 3: Classroom Management; and Cluster 5 Professionalism. They have met the requirements in the summer experience to continue in the program.

\_\_\_\_\_The candidate has not met overall proficiency in either Cluster 2: Safe, Respectful; Culturally Responsive, Supportive, and Challenging Learning Environment; Cluster 3: Classroom Management ; and Cluster 5 Professionalism and/or has at least one other cluster rated as unsatisfactory. They have not met the requirements in the summer experience to continue in the program.

\_\_\_\_\_  
Mentor Name (Printed)

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name (Printed)

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

**Brown University Teacher Education Program:  
Secondary Education Mentor Teacher Comment Form (Spring Semester)**

Name of Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**STANDARDS:** These standards are intended as guidelines for discussions, reflections, and written reports by mentor teachers, program faculty and student teachers. Indicate whether the student teacher is “unsatisfactory,” “basic,” “proficient,” or “distinguished” for a particular standard cluster (highlight, bold, or underline). Please cite evidence in the comments section.

FFT Clusters	Rating/Comments:
<b>Cluster 1: Clarity of Instructional Purpose and Accuracy of Content</b>	<b>Unsatisfactory      Basic      Proficient      Distinguished</b>  <b>Comments:</b>
<b>Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment</b>	<b>Unsatisfactory      Basic      Proficient      Distinguished</b>  <b>Comments:</b>
<b>Cluster 3: Classroom Management</b>	<b>Unsatisfactory      Basic      Proficient      Distinguished</b>  <b>Comments:</b>
<b>Cluster 4: Student Intellectual Engagement</b>	<b>Unsatisfactory      Basic      Proficient      Distinguished</b>  <b>Comments:</b>
<b>Cluster 5: Successful Learning By All Students</b>	<b>Unsatisfactory      Basic      Proficient      Distinguished</b>  <b>Comments:</b>

<b>Cluster 6: Professionalism</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	<b>Comments:</b>			

**Midterm Conference:**

\_\_\_\_\_The candidate is on target to meet overall proficiency in all clusters. Present performance is satisfactory.

\_\_\_\_\_The candidate is not on target to meet proficiency in one or more clusters. Present performance is not satisfactory. Specific areas that must be addressed are outlined below.

**End of the term Conference**

\_\_\_\_\_The candidate has met overall proficiency in all clusters. They have met the requirements in student teaching to be recommended for certification.

\_\_\_\_\_The candidate has not met overall proficiency in all clusters. They have not met the requirements in student teaching to be recommended for certification.

\_\_\_\_\_  
Mentor Name (Printed)                      Mentor Signature                      Date

\_\_\_\_\_  
Supervisor Name (Printed)                      Supervisor Signature                      Date

## Fall Practicum Progress Form

Candidate Name \_\_\_\_\_ Evaluator  
Name \_\_\_\_\_

### Cluster 1: Clarity of Instructional Purpose and Accuracy of Content

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Provide directions to activities clearly, in student friendly language and in multiple ways (oral, written, on board or screen)				
Display strong content knowledge in selection of lesson objectives, materials and models provided to students and in attempts to confer				
Plan to demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.				
Clearly state the purpose of the lesson, what students will do during the class (agenda), and what students have learned.				
Explain content clearly (in individual, small group or whole class instruction)				
Create multiple class activities that center student practice, understanding, and high level thinking				
Uses technology for instruction or for student learning				

Additional Notes:

**Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment**

To what degree do you think the candidate demonstrates the following

To what degree does the candidate	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Engage in mutually respectful interactions with students				
Decide upon a participation structure that they make clear to students				
Structure class so that students willingly participate in independent work, dialogue with a small group, and in the whole class setting				
Demonstrate high regard for student abilities				
Engage students funds of knowledge and connects the curriculum in rigorous ways to students' lived experiences				
Contribute to a positive and challenging learning environment (a culture of learning)				
Plan for and lead a classroom where students collaborate productively				

Additional Notes:

**Cluster 3: Classroom Management**

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Check for student readiness including materials				
Display equitable and fair interactions with students				
Monitor student and group completion of independent tasks				
Respond to student off-task behavior				
Manage classroom procedures efficiently including distribution of materials, collection of materials, timing, and transitions				

Additional Notes:

#### Cluster 4: Student Intellectual Engagement

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Demonstrate an understanding and enthusiasm for the discipline through the lesson plan, activity, and their candidate demeanor.				
Scaffold learning tasks appropriately to help students achieve ambitious learning goals.				
Communicate expectations effectively to students.				
Lead reading, writing, and discussion tasks that involve higher order thinking and productive challenge				
Question using open-ended questions and connect student responses and use uptake to have all students reflect more deeply on certain content, and elicits deeper thinking				
Use wait time effectively				

Additional Notes:

#### Cluster 5: Successful Learning by All Students

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Create lesson objectives that have methods of assessment				
Model and/or provide examples/expectations for successful work				
Structure, collect, and analyze informal and formal formative assessment of individual student learning				
Use formative assessments to guide next steps in teaching				
Demonstrate flexibility and responsiveness during the lesson to support student learning by making changes in the lesson that demonstrate awareness of student difficulties and knowledge of how to clarify				

Cite examples in oral debrief or written reflection of ways student work meets the learning targets and in what ways student work does not meet the learning targets				
--	--	--	--	--

Additional Notes:

**Cluster 6: Professionalism**

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Show the ability to reflect critically on the lesson during debrief				
Provide a timely and honest self-reflection after the lesson				
Synthesize mentor/supervisor feedback into next steps				
Understand and comply with school, district and state laws and regulations.				

Additional Notes:

**What were the strengths of your preparation, teaching and assessment practices during this observation and what are the next steps?**

## Mentor Fall Practicum Evaluation (Midterm & End of Term)

### Cluster 1: Clarity of Instructional Purpose and Accuracy of Content

To what degree do you agree that the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Strong content knowledge				
Ability to explain content clearly				
Student-centered interactions with students				
Ability to use technology effectively to support student learning				

Additional Notes:

### Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment

To what degree do you think the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Mutually respectful interactions with students				
High regard for student abilities				
Commitment to helping students produce high quality work				
Ability to create a positive and challenging learning environment (a culture of learning)				

Additional Notes:

### Cluster 3: Classroom Management

To what degree do you think the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Equitable and fair interactions with students				
Ability to respond to student off-task behavior appropriately				
Ability to manage classroom procedures efficiently				

Additional Notes:

**Cluster 4: Student Intellectual Engagement**

To what degree do you think the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Enthusiasm for the discipline and an ability to express its importance				
Ability to develop activities/lessons and tasks that support student learning and engagement				
Ability to develop activities/lessons that have a clear structure with time for students to engage thoughtfully in the task				
Ability to communicate expectations effectively to students.				
Ability to support higher level thinking in students				
Awareness of means of explanation and multiple representations of concepts (e.g., analogies, metaphors, illustrations, etc.) that help student develop conceptual understanding				

Additional Notes:

**Cluster 5: Successful Learning by All Students**

To what degree do you think the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Ability to monitor student learning through a variety of means to elicit evidence of student understanding				
Ability to use questioning and discussion techniques effectively to support student learning				
Flexibility and responsiveness in teaching to support student learning				

Additional Notes:

**Cluster 6: Professionalism**

To what degree do you think the candidate demonstrates the following:

	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Ability to develop supportive, collaborative, and trusting relationship with the mentor				
Ability to reflect critically on teaching practices				
Ability to respond to mentor/supervisor feedback				
Understanding and compliance with school, district and state laws and regulations.				

Additional Notes:

\_\_\_\_\_The candidate is prepared to continue into student teaching

\_\_\_\_\_The candidate is not prepared to continue into student teaching.

Specific areas that must be addressed are outlined below.

\_\_\_\_\_  
 Mentor Name (Printed)                      Mentor Signature                      Date

\_\_\_\_\_  
 Supervisor Name (Printed)                      Supervisor Signature                      Date

## Spring Student Teaching Observation Feedback Form

*Key for evaluator color coding:*

Highlight in green where a candidate has demonstrated this clearly.

Highlight in blue where a candidate has demonstrated something at times or intermittently. Highlight in yellow where a candidate has not yet demonstrated something.

### Cluster 1: Clarity of Instructional Purpose and Accuracy of Content

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Provide directions to activities clearly, in student friendly language and in multiple ways (oral, written, on board or screen)				
Display strong content knowledge in selection of lesson objectives and in the materials and models provided to students throughout instruction				
Create plans that demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment, materials, and practices				
Clearly state the purpose of the lesson, the agenda for the class, and provide closure				
Explain content clearly in individual, small group and whole class instruction				
Create classes that center student practice, understanding, and high-level thinking				
Use technology effectively in instruction and for student learning				

Additional Notes:

**Cluster 2: Safe, Respectful, Culturally Responsive, Supportive, and Challenging Learning Environment**

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Engage in mutually respectful interactions with students				
Decide upon a participation structure that they make clear to students				
Structure class so that students willingly participate in independent work, small group work, and in the whole class setting				
Demonstrate high regard for student abilities				
Address classroom disruptions and redirect in a way that allows students to re-engage in the class				
Engage students' funds of knowledge and connect the curriculum in rigorous ways to students' lived experiences				
Contribute to a positive and challenging learning environment				
Lead a classroom where students collaborate productively				

Additional Notes:

**Cluster 3: Classroom Management**

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Check for student readiness including materials				
Display equitable and fair interactions with students				
Monitor student and group completion of independent tasks				
Respond to student off-task behavior				
Manage classroom procedures efficiently including distribution of materials, collection of materials, timing, and transitions				

Additional Notes:

### Cluster 4: Student Intellectual Engagement

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Demonstrate an understanding and enthusiasm for the discipline through the lesson plan, activity, and their candidate demeanor				
Scaffold learning tasks appropriately to help students achieve ambitious learning goals				
Communicate expectations clearly and effectively to students				
Lead reading, writing, and discussion tasks that involve higher order thinking and productive challenge				
Question using open-ended questions that elicits deeper thinking				
Connect student responses and use uptake to have all students reflect more deeply on certain content				
Use wait time effectively				

Additional Notes:

### Cluster 5: Successful Learning by All Students

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Create lesson objectives that have methods of assessment				
Model and/or provide examples and expectations for successful work				
Structure, collect, and analyze informal and formal formative assessment of individual student learning				
Use formative assessments to guide next steps in teaching				
Demonstrate flexibility and responsiveness during the lesson to support student learning by making changes in the lesson that demonstrate awareness of student difficulties and knowledge of how to clarify				
Cite examples in oral debrief or written reflection of ways student work meets the learning targets and in what ways student work does not meet the learning targets				

Maintain a coherent record-keeping system of student learning				
Demonstrate positive impact on student learning				

Additional Notes:

**Cluster 6: Professionalism**

To what degree does the candidate...	Demonstrates	Beginning to demonstrate	Does not demonstrate	Not able to evaluate
Collaborate and establish a trusting relationships with the mentor and colleagues				
Actively seek advice from the mentor and supervisor				
Submit complete lesson materials in advance to mentor and faculty director/supervisor				
Respond to constructive feedback provided by the supervisor and mentor by changing plans and practice				
Show the ability to reflect critically on the lesson during debrief				
Provide a timely and honest self-reflection after the lesson				
Synthesize mentor or supervisor feedback into next steps				
Understand and comply with school, district and state laws and regulations				

Additional Notes:

**What did you do well?**

**What could you do differently?**

**What are your next steps?/ How will you follow up.**

**Resources Available:**

## Appendix G: Fall Practicum Semester Checklist Brown MAT Program

	<b>Mentor</b>	<b>Candidate</b>
End of August	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate with Candidate about PD days they will attend</li> <li><input type="checkbox"/> Share Faculty Handbook and Student Handbook with Candidate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend PD days for your placement site</li> <li><input type="checkbox"/> Read through Faculty Handbook and Student Handbook</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce candidate to faculty, staff and students</li> <li><input type="checkbox"/> Present candidate to classes</li> <li><input type="checkbox"/> Work with candidate as co-teacher in the classroom (one-on-one help, small group instruction, whole group instruction of an activity)</li> <li><input type="checkbox"/> Complete the Fall Practicum Progress form at least biweekly</li> <li><input type="checkbox"/> Submit forms to Candidate and Director</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attend placement daily for first half of each day</li> <li><input type="checkbox"/> Set up a meeting with mentor in order to review Analysis syllabus and begin to create a plan for completion of field experience assignments that involve mentor-MAT collaboration such as: letter of introduction distribution, leading small groups, and tracking student engagement</li> </ul>
3 <sup>rd</sup> -4 <sup>th</sup> Week of October <b>Mid-semester Evaluation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the Fall Practicum Evaluation</li> <li><input type="checkbox"/> Participate in Triad Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in Triad Meeting</li> <li><input type="checkbox"/> Schedule time with mentor to co-grade an assignment</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities for candidate to teach full lessons</li> <li><input type="checkbox"/> Conference at least once a week about performance</li> <li><input type="checkbox"/> Complete the Fall Practicum Progress form at least biweekly</li> <li><input type="checkbox"/> Submit forms to Candidate and Director</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide Lesson Plans for Activities/Lessons taught</li> </ul>
Early November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide information and materials that will help the candidate prepare for student teaching in January</li> </ul>	
December	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the Fall Practicum Evaluation</li> <li><input type="checkbox"/> Participate in Triad Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participate in meeting with mentor to discuss final evaluation.</li> </ul>

## Appendix H: Spring Student Teaching Semester Checklist Brown MAT Program

	<b>Mentor</b>	<b>Candidate</b>
January	<input type="checkbox"/> Feedback on Lesson Plans <input type="checkbox"/> Several Observations <input type="checkbox"/> Informal feedback on Progress	<input type="checkbox"/> Provide Lesson Plans (DAILY)
At Least Biweekly During February	<input type="checkbox"/> Formal Observation of Each Class <input type="checkbox"/> Completed Observation Notes and <a href="#">Spring Feedback Evaluation Form</a> <input type="checkbox"/> Conference with Student to discuss observation feedback <input type="checkbox"/> Submit forms to Candidate and Director	<input type="checkbox"/> Provide Lesson Plans (DAILY) <input type="checkbox"/> Complete Spring Feedback Evaluation Form Student Version <input type="checkbox"/> Participate in Conference
1 <sup>st</sup> -2 <sup>nd</sup> Week of March <b>Mid-semester Evaluation</b>	<input type="checkbox"/> Complete the Framework for Teaching (FfT) rubric evaluating the student teacher's progress. <input type="checkbox"/> Complete the Mentor Teacher Comment Form <input type="checkbox"/> Participate in Triad Meeting	<input type="checkbox"/> Complete the Framework for Teaching (FfT) rubric self-evaluation <input type="checkbox"/> Complete the Cluster Self-Evaluation <input type="checkbox"/> Participate in Triad Meeting
At Least Biweekly Until the end of the Student Teaching	<input type="checkbox"/> Formal Observation of Each Class <input type="checkbox"/> Completed Observation Notes and <a href="#">Spring Feedback Evaluation Form</a> <input type="checkbox"/> Conference with Student to discuss observation feedback <input type="checkbox"/> Submit forms to Candidate and Director	<input type="checkbox"/> Provide Lesson Plans (DAILY) <input type="checkbox"/> Complete Spring Feedback Evaluation Form Student Version <input type="checkbox"/> Participate in Conference
End of Student Teaching	<input type="checkbox"/> Complete the Framework for Teaching (FfT) rubric evaluating the student teacher's progress. <input type="checkbox"/> Complete the Mentor Teacher Comment Form <input type="checkbox"/> Note whether you recommend or not recommend the candidate for teacher certification in RI <input type="checkbox"/> Provide Job reference or candidate if you recommend them for certification <input type="checkbox"/> Complete Survey that provides feedback to the program <input type="checkbox"/> Participate in meeting with your student teacher regarding your evaluation of them on the rubric	<input type="checkbox"/> Complete the Framework for Teaching (FfT) rubric self-evaluation <input type="checkbox"/> Complete the Cluster Self-Evaluation <input type="checkbox"/> Participate in meeting with mentor to discuss final evaluation
May After student teaching (TBD)		Student teachers present capstone project

## Resources for Education Graduate Students

### Education Department Contacts

STAFF:

#### **Heather Johnson, Department Manager**

[heather\\_johnson@brown.edu](mailto:heather_johnson@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](mailto: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

#### **Kelcee Powell, Communications, Partnerships, and Outreach Specialist**

[kelcee\\_powell@brown.edu](mailto:kelcee_powell@brown.edu), 401-863-6404

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

#### **Yurixi Villa, Financial Coordinator**

[yurixi\\_villa@brown.edu](mailto:yurixi_villa@brown.edu), 401-863-3943

- 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

#### **To be hired: Academic Program Manager**

- Academic support, including registration or enrollment (Heather in the interim)
- Sharing news/events specific to the MAT and UEP programs (Kelcee in the interim)
- Commencement and other program information (Heather in the interim)
- General questions (Heather, Kelcee, or program directors in the interim)

### PROGRAM DIRECTORS AND DEPARTMENT CHAIR:

#### **Diane Silva Pimentel, Director of Teacher Education (MAT)**

[diane\\_silva\\_pimentel@brown.edu](mailto: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](mailto:kenneth_wong@brown.edu)

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

#### **Tracy Steffes, Education Department Chair**

[tracy\\_steffes@brown.edu](mailto: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](mailto: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

**Leah VanWey, Dean of the School of Professional Studies**

[leah\\_vanwey@brown.edu](mailto:leah_vanwey@brown.edu)