

**ELEMENTARY AND SPECIAL
EDUCATION STUDENT TEACHING
HANDBOOK 2021-2022**



Providence College

ELEMENTARY AND SPECIAL EDUCATION DEPARTMENT

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COVID 19 and Field Work in Education

Due to the fluid situation of the resurgence of COVID-19 and the Delta Variant and the uncertainty of COVID cases that may or may not occur in the various placements, we have revised this handbook to provide clarity and flexibility facing the evolving conditions of student placements. Providence College and the Department of Education recognize the importance of being flexible along with meeting established expectations and criteria. This flexibility will allow students, faculty, and staff to provide face-to-face instruction, work in a hybrid model, participate in online instruction, or completely remotely. Due to these multiple types of potential delivery systems, supervisors will exercise their professional judgment to alter, change, or revise observations, assignments, or evaluations. We appreciate your understanding as well as your patience during this difficult 2021-2022 school year. We ask that clinical educators, student teachers, and college supervisors all read and adhere to the College's COVID-19 policies at www.providence.edu.

Providence College students who are engaged in student teaching during Fall 2021 may be asked to work either remotely or in person. The guidance in this document is addressed to students who are teaching in person. Students are asked to adhere to these guidelines to ensure faculty and student health by promoting a culture of minimizing transmission of COVID-19 in situations where student teaching is being conducted in person.

In-Person Student Teaching and Field Placement

Providence College student teachers will work in the same format that the clinical educators at their field placements are teaching/working. This could include face-to-face/in-person, hybrid models, or remote only.

Any Providence College student who does not want to work in-person in the field for any reason should reach out to Shannon Dolan, Department of Education, as soon as possible to determine if there are other options for placement.

Safety Guidelines for Working in the Field

1. *Monitor for Symptoms*: Students should monitor themselves daily for symptoms, such as: feeling unwell, fever over 100.4°F, frequent cough, shortness of breath, loss of taste or smell, sore throat, headache (when combined with another symptom), nausea, vomiting, diarrhea, and/or nasal congestion (not associated with another cause such as allergies).
2. Students should *stay home* if they have any symptoms.
3. *Wear a Mask*: Students working in the field must wear a mask (except when eating or drinking) whenever others are present. Masks should be laundered between uses. Disposable masks should be used for one day only and then thrown away.
4. *Wash Hands Frequently*: Students working in the field should wash their hands frequently before eating and touching the face. Students should carry hand sanitizer for times when they cannot wash their hands. Personal Protective Equipment, such as masks and small portable hand sanitizer bottles, will be available as needed for students working in the field.

5. *Maintain Social Distance:* Students working in field placements and schools must agree to remain socially distanced from all other students on campus except those people who live in their immediate residence. The residences of students who are working in field placements should be closed to all visitors. Only those who live in residence should enter the residence. No other college students should visit the residence of anyone who is working off-campus at a field placement. This is for the protection of the entire campus community.
6. *Care for Belongings:* Upon returning to campus from a field placement/school, students should leave shoes outside of their immediate residence or in a designated spot away from living spaces. Shoes that are worn in the placement should not be worn in living areas. Clothing worn in field placements/schools should be removed as soon as practical, and showering upon return from a field placement is a best practice for limiting the spread of disease from outside to one's living space. Items that will be carried back and forth between the residence and field placement should be stored away from common living areas and should be wiped down daily, if possible, with alcohol wipes or disinfecting wipes. Students should bring as few items as possible back and forth between their residence and their field placement/school. Use disposable lunch bags or a lunch sack that can be wiped down with alcohol wipes or disinfecting wipes.
7. *Quarantine:* Students who work in field sites/schools where staff is asked to quarantine due to cases of COVID 19 will be required to quarantine under whichever quarantine guidelines are the strictest, either those of the College or the placement site.
8. Under no circumstances should a PC student transport a K-12 student in any vehicle.
9. Students should familiarize themselves with the Providence College COVID policies on the PC website.

Students should be cognizant of the foreseeable risks they may encounter in the course of their work in field placement/schools and should seek information about these risks prior to commencing their fieldwork and whenever questions arise. Questions may be directed to the education field director, Shannon Dolan. If a student sees a breach of the protocol while working at the placement site, it should be reported to Shannon Dolan in Education as soon as possible.

Testing for COVID-19 will be available to students who work in a placement where they have been exposed to a person who has been diagnosed with COVID-19.

Our chances of avoiding COVID-19 outbreaks and the other serious setbacks that became so familiar last year increase as people in our community are vaccinated. So Providence College, along with nearly every other college in Rhode Island, will require vaccinations among faculty and staff by October 1. At the time of this writing, more than 95% of our full-time students have documented full vaccination, and that number continues to grow by the day. It is our expectation that the student vaccination rate will exceed 95% by the beginning of the semester.

The Mission of Providence College

Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor.

History

Providence College was founded in 1917 by the Dominican Friars at the invitation of Bishop Harkins to provide a Catholic education in the arts and sciences.

Faith and Reason

Providence College is confident in the appeal of reason, believes that human beings are disposed to know the truth, and trusts in the power of grace to enlighten minds, open hearts, and transform lives. Providence College maintains that the pursuit of truth has intrinsic value, that faith and reason are compatible and complementary means to its discovery, and that the search for truth is the basis for dialogue with others and critical engagement with the world.

Academic Excellence

Providence College is committed to academic excellence, and holds itself to the highest standards in teaching, learning, and scholarship. Its core curriculum addresses key questions of human existence, including life's meaning and purpose, and stresses the importance of moral and ethical reasoning, aesthetic appreciation, and understanding the natural world, other cultures, and diverse traditions. Providence College honors academic freedom, promotes critical thinking and engaged learning, and encourages a pedagogy of disputed questions.

Community and Diversity

Providence College seeks to reflect the rich diversity of the human family. Following the example of St. Dominic, who extended a loving embrace to all, it welcomes qualified men and women of every background and affirms the God-given dignity, freedom, and equality of each person. Providence College promotes the common good, the human flourishing of each member of the campus community, and service of neighbors near and far.

Veritas and Providence

Providence College brings the eight-hundred-year-old Dominican ideal of veritas to the issues and challenges of today. It seeks to share the fruits of contemplation in an increasingly global and diverse society, and to praise and bless all that is good and vital in human endeavors. Providence College supports the Dominican mission of preaching the gospel of Jesus Christ to a new generation of students and helping them discover God's providence in their lives.

Providence College School of Professional Studies Mission and Vision Statement

The Providence College School of Professional Studies (SPS) equips future professionals to elevate the well-being of individuals and society.

Vision Statement

Our graduates cultivate human flourishing and foster a more just society.

Reflection

We are dedicated to reflective teaching and learning that integrates critical thinking, writing, discussion, and practice. Through this approach, our faculty and staff challenge students to develop lifelong learning skills and to be ethical and values-driven professionals.

Inclusivity

We are unwavering in our efforts to build and support diverse, equitable, and inclusive communities. To this end, our faculty, staff, and students promote justice and intercultural understanding and honor the value and dignity of every person.

Engagement

We are committed to innovative teaching and learning models that bind together student-centered instruction, engaged learning, and professional field experiences that foster tangible, real-world involvement.

Excellence

We promote evidence-based pedagogies, impactful research, and responsive faculty-student mentorship. This results in distinctive educational experiences that prepare our students to lead lives of meaning and purpose.



Providence College Undergraduate Education Programs Mission

The mission of the Undergraduate Education Programs is to prepare successful prospective educators who will be ready on day one to serve their communities as caring, empathetic teachers who approach learning as a lifelong process. Within a liberal arts framework and through guided practice, students will develop positive attitudes, content knowledge, and pedagogical skills that will enable them to be critically reflective, creative, and flexible. They will be appreciative of and responsive to individual differences and will serve as collaborative members of diverse learning communities.

The Providence College Elementary and Special Education Program

Our program is one of the few educator preparation programs in New England that provides dual certification in elementary (grades 1 – 6) and special education (grades 1 – 6). As a result, our graduates are highly sought by elementary and middle school principals. The Rhode Island Department of Education, a member of the National Association of State Directors of Teacher Education and Certification, has approved all of our teacher education programs so Providence College students who have completed all licensure requirements can be certified to teach in Rhode Island upon graduation and can transfer their certificate to more than 45 states.

Our program trains students to approach the field of elementary-level education with an appreciation of individual differences and an understanding of ways to meet those differences. Our central focus is to prepare — in an inclusive and diverse setting — future teachers to educate all children. The elementary/special education major is a merged program that emphasizes preparation in both areas.

Throughout this program, elementary/special education majors develop an understanding of effective elementary curriculum and pedagogy, as well as knowledge of individual differences and strategies to differentiate instruction and implement specialized supports to meet students' academic and behavioral needs. Upon completion of the program, elementary/special education majors are eligible for certification in both elementary education and special education in Rhode Island and a number of other states.

The Student Teaching Practicum is the capstone field experience for our students working toward teacher certification. Student teachers are placed with an experienced teacher who is their clinical educator for the semester. It is a time of much learning, improvement, and growth, supported by the clinical educator and Providence College faculty/College supervisor. All candidates student-teach for a whole semester, a minimum of 60 days, for each certification area. This handbook outlines the program guidelines, policies, standard experiences, and participant requirements, roles, and responsibilities.

Student Teaching Calendar 2021-2022

Student teachers follow the calendar and daily schedule of their school district, not Providence College, unless they have made prior arrangements with their Clinical educator (personal leave, sports team participation, PC spring break, etc.) If school is in session, student teachers should be in the classroom with their students, even if the College does not have classes scheduled.

Student teachers are to complete **60 days of student teaching per semester**. This means that students may have different end dates. It is **the student teacher's** responsibility to keep track of the number of days completed. Your due date for submitting your portfolio (electronic or paper) is **seven days from your end date of student teaching, with a final due date indicated below**.

Additionally, candidates will have professional development meetings at Providence College, and attendance at these sessions is required. These dates are indicated below.

Fall 2021

Date	Assignment/Task
August 30 th	First day of classes at Providence College
August 30 th	Attleboro students' first day of school
August 31 st	North Attleborough students' first day of school
August 31 st	3 pm-5 pm Student Teaching overview and meeting with College Supervisors (virtual)
September 1 st	Start date for student teachers in Rhode Island (professional development)*LEA may choose the start date for 1 st day of school
September 1 st	Seekonk students' first day of school
September 3 rd	Rhode Island students' first day of school)*LEA may choose the start date for 1 st day of school
Week of Sept. 20 th -24 th	Small-Group Seminar
Week of Oct. 4 th -8 th	Small-Group Seminar
Week of Oct. 18 th -22 nd	Midterm goal setting with CE's and Supervisors, Midterm goals due to CE and Supervisor October 22nd
October 25 th -29 th	Small-Group Seminar
November 15 th -19 th	Small-Group Seminar
December 6 th	Last day of student teaching (60 days) if no absences
December 10 th	Last day of classes at Providence College
December 13 th	3 pm-5 pm Professional Development Meeting: Resume writing Students receive spring student teaching assignments
December 13 th	Final Portfolio due date
December 17 th	Student teaching grades due—supervisors enter them into Cyberfriar
December 22 nd	All grades due—supervisors enter them into Cyberfriar

Spring 2022

Date	Assignment/Task
January 14 th	3 pm-5 pm Student Teaching overview and meeting with College Supervisors (virtual)
January 18 th	First day of classes at Providence College, student teaching begins
Week of Jan. 31 st -Feb. 4 th	Small-Group seminar
February 21 st -25 th	Rhode Island, Seekonk, North Attleborough, & Attleboro Schools winter recess
Feb. 28 th -March 4 th	Small-Group Seminar
March 7 th -11 th	Providence College Spring Break
Week of Mar. 14 th -18 th	Midterm goal setting with CE's and Supervisors, Midterm goals due to CE and Supervisor March 18th
Week of March 21 st -25 th	Small-Group seminar
March 25 th	3 pm-5 pm Professional Development Meeting: job searches and interviewing
Week of April 4 th -8 th	Small-Group seminar
April 14 th -18 th	Providence College Easter Holiday
April 15 th -22 nd	Rhode Island, Rhode Island, North Attleborough, & Attleboro Schools spring break
April 18 th - 22 nd	Seekonk Schools spring break
April 26 th	Last day of student teaching (60 days) if no absences
May 9 th	Student Teaching Celebration 4pm-5:30pm
May 13 th	Final Portfolio due date
May 18 th	All grades due—supervisors enter them into Cyberfriar

***Students will follow their school district calendar**

Code of Ethics

(Based upon the Rhode Island Educator Code of Professional Responsibility)

1. Student teachers are committed to ensuring that all students achieve at high levels in their academic and personal lives. They:

- Respect the inherent dignity and worth of each student.
- Act upon the belief that all students can learn.
- Establish high expectations and provide instruction that challenges all students.
- Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.
- Address the uniqueness of each student and endeavor to maximize learning through the personalization of the educational experience for each student.
- Promote the right and responsibility of students to explore ideas, develop skills, and acquire the knowledge necessary to be contributing members of society.
- Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.
- Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability, or sexual orientation.
- Promote the development of character and civic responsibility in their students.
- Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.
- Maintain a professional relationship with students at all times, both in and outside the classroom.

2. Student teachers are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance. They:

- Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.
- Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to support attaining the goals.
- Actively engage in professional learning communities and seek feedback in order to improve their performance.
- Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.
- Strive to exercise the highest level of professional judgment.
- Refrain from using institutional or professional privileges for personal advantage.

- 3. Student teachers are committed to working with school and district colleagues to implement initiatives that will further student learning. They:**
- Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development. Assume responsibility for working with colleagues to ensure their school meets local and state educational objectives.
 - Collaborate with others to improve student learning.
 - Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.
 - Encourage the participation of teachers in the process of educational decision-making.
 - Maintain integrity regarding the acceptance of any gratuity, gift, or other compensation that might impair or influence professional decisions or actions.

- 4. Student teachers are committed to collaborating with families and communities to offer quality education to all students. They:**
- Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.
 - Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.
 - Endeavor to assure equal educational opportunities for all children in the community.
 - Cooperate with community agencies that provide resources and services to support students.
 - Maintain a positive and active relationship with students' parents, families, and other members of the community.
 - Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.

The Purpose of Student Teaching

Student teaching allows preservice teachers opportunities to perform the work of real teachers under the guidance of experienced mentor teachers. Student teachers improve their ability to collaborate effectively and to create communities that serve the needs of all students and families. This experience is of paramount importance to the future careers of student teachers, and along with other criteria, must be completed successfully in order to receive a recommendation to certify. Commitment to learning, growth, professionalism and open communication is critical. If an issue of concern arises, it should be addressed immediately by all parties: the clinical educator, the student-teacher, and the college supervisor. When possible, the college supervisor should be the initial point of contact. During the semester, student teachers perfect their ability to create learning experiences that foster development and achievement in all students. This is demonstrated in a variety of ways, including observing the clinical educator and, when possible, other experienced teachers.

In order to student teach, student teachers must:

- ❖ Have met the Providence College departmental requirements for Readiness for Student Teaching.
- ❖ Have completed a Rhode Island Department of Education Student Teaching Permit (online).
- ❖ Have a current Rhode Island background check (BCI) or Massachusetts background check (CORI), depending on the location of the student teaching school.

While it is understood that it may be financially necessary for some students to work during their student teaching experience, it is recommended that students refrain from doing so if possible.

Student teaching is a demanding, time-consuming, and exhausting endeavor. Candidates are urged to enter into it with the fewest number of distractions that they can. Student teachers are performing the jobs of regular teachers, and it is hard work.

Student Teaching Products and Assignments

All student teachers must turn in a portfolio to their college supervisor at the end of the semester. The contents of this portfolio depend on whether the student-teacher is in a general education setting or a specific special education setting. They are as follows:

General Education Portfolio Includes:

- Three formal observations from the clinical educator, along with accompanying lesson plans, reflections, and student work
- Three formal observations from the college supervisor, along with accompanying lesson plans, reflections, and student work
- Five-day Assessment and Instruction Project along with all materials, student work, and rubric
- Videotaped lesson and accompanying reflection, along with lesson plan, student work, and rubric
- Final Evaluation from clinical educator
- Professionalism Evaluation from college supervisor

Special Education Portfolio Includes:

- Three formal observations from the clinical educator, along with accompanying lesson plans, reflections, and student work
- Three formal observations from the college supervisor, along with accompanying lesson plans, reflections, and student work
- Special Education Project and all accompanying materials, lesson plans, student work, and rubric
- Videotaped lesson and accompanying reflection, along with lesson plan, student work, and rubric
- Final Evaluation from clinical educator
- Professionalism Evaluation from college supervisor

Responsibilities and Expectations of Student Teachers

- Student teachers will meet with Providence College faculty/College supervisor prior to school placements to receive information about their role during the student teaching experience and attend additional Providence College seminars during the semester.
- Student teachers will use seminars to meet with Providence College faculty/College supervisor and peers to debrief, share, discuss problems of practice, and prepare for student teaching requirements.
- Student teachers should contact their clinical educator prior to the start of student teaching to arrange a classroom visit and school tour if possible.
- Student teachers are expected to observe the clinical educator teach and manage the classroom environment, especially during the early weeks of student teaching. These opportunities provide excellent examples of effective teaching and learning.
- In collaboration with the clinical educator and with feedback from your college supervisor, the student-teacher should send an introductory letter to students' parents. This letter should provide information about your role and responsibilities as a Providence College student teacher. This is an opportunity for you to express your excitement about working with their child and make yourself available in case any parent has a concern.
- Student teachers will be writing weekly reflections and submitting them to your college supervisor and clinical educator when needed. The purpose of these reflections is to debrief insights gained and address questions or concerns about events that occurred during the week. Through regular reflections submitted to the Providence College faculty/College supervisor, the student will assess his/her growth as a teacher and learner and reflect upon how to refine and expand teaching skills, classroom management techniques, and professional growth. Reflections will also be required after each formal observation and should be uploaded to Sakai.
- Student teachers are expected to write engaging and appropriately rigorous lesson plans. This is important because it allows the college supervisor and clinical educator time to review and provide feedback to the student-teacher prior to actually teaching the lesson.
- It is imperative that your lesson plans indicate the accommodations and/or modifications you are providing for differentiated instruction as identified in your students' individualized education plans. Student teachers will incorporate Universal Design for Learning (UDL) guidelines in creating lesson plans. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. (See CAST infographic p. 17.)
- Student teachers should participate in at least one IEP meeting, MTSS, and Evaluation team meeting during your special education placement. The student-teacher should work with their clinical educator in preparing all necessary and required IEP paperwork.
- After the college supervisor and clinical educator come to a consensus about midpoint assessment of progress, the student-teacher will participate in a midterm conference, discussing progress and setting goals for professional learning and growth in practice.
- Become familiar with the philosophy and policies of your school system and obtain a handbook if possible.
- Learn fire and emergency procedures.

- Learn the facilities and resources that are available for students through both the school and the community.
- Attend faculty meetings, professional development programs, workshops, family programs/conferences, and after-school activities whenever possible.
- Seek and make use of feedback from your clinical educator and supervisor.
- Maintain confidentiality.

Responsibilities and Expectations of Clinical Educators

Clinical educators serve as guides and coaches for the student teachers. They have the primary responsibility for the off-campus professional development of the student-teacher and thus are role models for the student teachers in their classrooms. Because they have daily interactions with the student teacher, the philosophy, professional ethics, attitudes toward children and families, and teaching practices of the clinical educator will have a profound impact on the student-teacher.

The clinical educator:

- Encourages practice consistent with the RIPTS.
- Introduces the student teacher to the classroom, other faculty, and staff and provides him or her with an overall knowledge of the school and how it works.
- Becomes familiar with the student teaching program at Providence College.
- Creates an atmosphere of acceptance and treats the student-teacher as a colleague.
- Locates a place for the student teacher to keep materials and to work.
- Makes expectations known to the student teacher during early meetings.
- Provides the student teacher with appropriate curriculum materials.
- Identifies areas of responsibility for the student-teacher and explains routines, procedures, record keeping, etc.
- Schedules daily and weekly conferences for planning, discussion, and evaluation.
- Provides opportunities for observation in various classes and extra class activities.
- Assists the student-teacher with initial lesson planning.
- Works with the student teacher and college supervisor to arrange the schedule for the student teaching experience.
- Provides guidance and support to the student-teacher in developing required performance assessments (e.g., Special Education Report, Five-Day Assessment, and Instruction Cycle Project, etc.).
- Guides the student teacher toward attainment of cooperatively established objectives.
- Provides specific feedback on lesson presentations, including written comments at least once a week.
- Discusses plans for meeting objectives on a frequent and ongoing basis.
- Develops mid-term goals with student-teacher.
- Completes a minimum of four formal observations of teaching (PC Observation form).
- Remains open to innovative, creative instructional ideas which have been carefully planned.
- Allows the student teacher to set expectations in the classroom and respond as necessary.
- Meets with the college supervisor on a regular basis.
- Provides opportunities for the student teacher to attend professional and faculty meetings.
- Provides reports and evaluations as requested by the college.

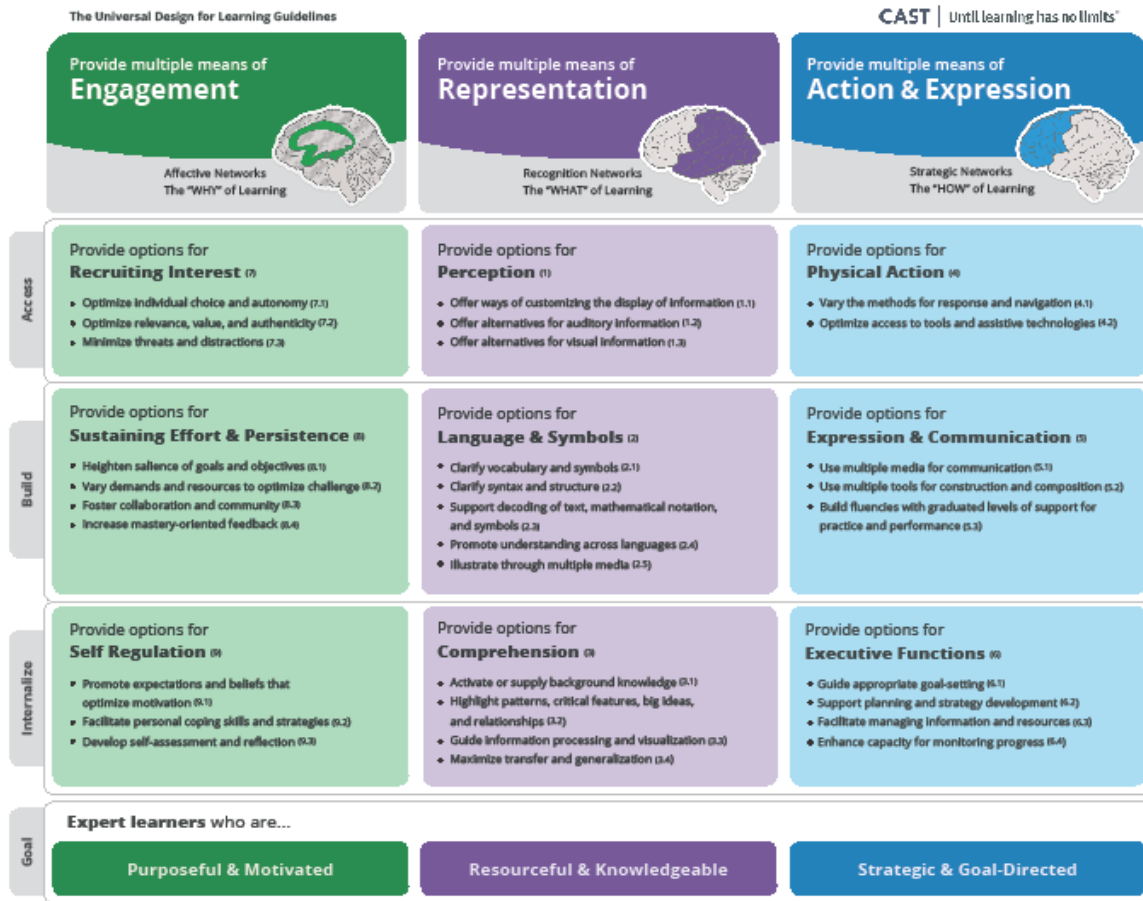
Responsibilities and Expectations of College Supervisors

Each student teacher is assigned a college supervisor who represents both the College and the Elementary/Special Education Program. The supervisor coordinates the student teaching experience and acts as a liaison between the clinical educator, the student-teacher, and the College. Through observations and conferences, the supervisor provides ongoing assessments of student teachers and ensures that the tenants of the Providence College Elementary/Special Education Program are carried out. Supervisors assist student teachers in exploring issues and problems and in developing methods of handling them. They address problems brought to their attention by clinical educators or student teachers and work as intermediaries to solve them.

College Supervisors:

- Serve as representatives of the College and of the Department.
- Work with the clinical educator to make sure he or she understands all expectations so the program, the student teaching handbook, and the products that student teachers are expected to work on.
- Have an introduction and orientation meeting to discuss expectations and products with the clinical educator during the first week of student teaching whenever possible.
- Schedule the first observation of the student teacher to be done simultaneously with the clinical educator to ensure calibration of expectations.
- Keep student teachers and clinical educators informed about policies of both the Elementary/Special Education program and the College.
- Assist the student teacher and the clinical educator in implementing their responsibilities.
- Facilitate the professional learning and growth of the student-teacher through dialogue, co-planning, observation and feedback, and collaborative problem-solving.
- Assist in the development of a positive relationship between the candidate and the clinical educator.
- Read and respond to reflections.
- Confer and collaborate with clinical educators regarding the candidate's performance.
- Confer with candidates regarding challenges and successes.
- Observe candidates formally at least four times and provide actionable written and verbal feedback closely following each observation.
- Encourage candidates to utilize a wide variety of materials (including technology), techniques, and approaches.
- Ensure that student-teacher products are consistent with the requirements as outlined in the Student Teaching Handbook.
- Review midterm goals with candidates and clinical educators.
- Utilize departmental rubrics and grading sheets to observe students and assess their products.
- Assign the final grade and enter final student teaching grades into Cyberfriar.

Universal Design for Learning CAST Infographic



CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Attendance

Student teachers follow the calendar of the public school where they are placed unless they have made arrangements in advance with their clinical educator. Arrangements to go on spring break or miss other days for athletic events or family obligations must be discussed with the clinical educator during the first week of the semester, if not sooner.

They work the regular teacher's day and are expected to attend meetings and extra-curricular activities, just as regular teachers would.

Occasionally, situations may arise where students might find it necessary to request accommodation in scheduling their student teaching placements. In the past, some students have requested modified schedules and have had them granted for the following reasons:

- Taking a concurrent internship/course due to a minor or a double major
- Medical issues
- An illness or death in the family
- Participation on a Providence College sports team
- Participation in PC spring break

Students who desire special scheduling accommodations must request them in writing. They should submit a written proposal that includes the reason for the accommodations, the specific proposed dates and times of student teaching attendance, and written permission from the clinical educator to the department chair.

The Department Chair, the Student Teaching Supervisor, and The Director of Placements and Partnerships will meet to decide upon the outcome of the proposal.

In case of illness, a student-teacher must:

1. Notify his/her clinical educator before school begins.
2. Notify the principal's office the morning of the absence.
3. Notify the Providence College Director of Placements and Partnerships by emailing sdolan3@providence.edu between 8:00 am and 8:30 am on the morning of the absence.
4. Notify his/her college supervisor before 8:30 am.

The Placement Process

The Elementary/Special Education program is strongly committed to urban education; therefore, all candidates will be assigned at least one urban student teaching placement. Whenever possible, the program will try to accommodate candidates who desire both of their placements in urban communities.

The Director of Placements and Partnerships is responsible for placing student teachers in their assigned classrooms. Candidates may request specific teachers or schools, and while reasonable efforts will be made to honor such requests, it is not always possible for candidates to be placed in the sites of their choice.

Whenever possible, the Placement Office will accommodate the grade level or special education placement requested by the candidate. Because the Elementary/Special Education Program believes that candidates should be exposed to a wide variety of school climates before they are employed as teachers, most student teachers will complete their placements in two different schools and districts. Some student teachers, per request or necessity, may stay in one school or district for both semesters.

Candidates are notified of their fall placements at a meeting held during the spring of their junior year, and they are expected to speak with their clinical educator and visit their classrooms before going home for the summer whenever possible. They receive notification of their upcoming spring placements during the fall and should visit their spring placement prior to leaving for winter break.

Supervisors are assigned by the department and are not selected by student teachers, though special requests can be considered.

Transportation

Transportation, including all associated costs, is the responsibility of the student-teacher. Because we look for the best possible placements for our student teachers, sometimes it is necessary to assign student teachers to schools that are located at some distance from the College. Student teachers may need to consider ridesharing or public transportation.

Student Teaching Timeline

Teaching Timeline Guide

Often students can progress through the timeline more quickly during the second semester, and so some student teachers may be ready to move into their second placement at an accelerated pace. Due to their previous experience, they may be able to substantially shorten the first two phases of the process and thus be ready to assume more responsibility more quickly. Teachers, supervisors, and candidates should decide the best schedule for individual candidates and encourage each to take on additional responsibilities as soon as they seem ready.

Student-teacher Responsibilities:

ONGOING, BEGINNING WEEK 1:

- Prepare for video lesson: secure permissions to video record if necessary.
- Special Ed placement: begin collecting data
- Elementary placement: Begin gathering information about student learning to inform five-day project
- Attend seminars and assigned classes
- Set up times for formal observations with clinical educator (4 observations) and supervisor (4 observations)

Phase 1: Observation/Participation. APPROXIMATELY ONE WEEK

Student-teacher Responsibilities:

- Observe the clinical educator working with the whole class, small groups, and individual students.
- Learn student names.
- Review recording and reporting systems.
- Learn resources in building and community.
- Introduce yourself to students' families and send out an intro letter.
- Assume teacher-assigned responsibilities.
- Become familiar with the special needs of students, including review of IEPs, PLPs, and other relevant documents.
- Determine the technology available in the school (people, hardware, software, policies).
- Determine if the school has obtained permission for video recording from students' families.

Clinical educator Responsibilities:

- Explain policies and procedures.
- Assign activities to involve the student-teacher meaningfully.
- Assign a professional workplace for the student-teacher that is clearly his/hers.
- Assure that the students see you and the student-teacher working together.
- Help teacher to identify students to work with for required projects.
- Explain family involvement in the classroom and school activities. Assist student-teacher, if necessary, with the process for contacting families.

- Help the student-teacher assess the availability of technology for instruction. Assist the student-teacher in securing necessary passwords, etc., in enabling them to access the technology.
- Assist student teachers in obtaining video recording permissions.

Phase 2: Transition I. APPROXIMATELY TWO TO THREE WEEKS

Student-teacher Responsibilities

- Engage in team planning and team teaching.
- Assume responsibility for one instructional area/class and take on other areas/classes upon demonstration of effective planning and instruction.
- Begin to assume teacher-assigned responsibilities other than teaching.

Clinical educator Responsibilities

- Observe and provide daily feedback to the student-teacher.
- Model techniques you would like to encourage the student teacher to develop.
- Approve all planning completed by the student-teacher.

Phase 3: Instruction I. APPROXIMATELY EIGHT WEEKS.

Student-teacher Responsibilities

- Assume all teaching duties and responsibilities.
- Plan and implement daily lessons and units.

Clinical educator Responsibilities

- Continue to review and provide feedback on daily plans.
- Provide the student teacher with as much guidance as possible using results from student evaluation as feedback for planning and instruction.
- Complete midterm goal setting form and establish achievable goals for the remainder of the semester.

Phase 4: Transition II: APPROXIMATELY ONE WEEK.

Student Teacher Responsibilities

- Begin to return classes/groups to the clinical educator.
- Engage in team planning/team teaching.
- Observe in other classrooms, if time permits.
- Begin preparing Student Teaching Portfolio and Final Reflection.

Clinical educator Responsibilities

- Begin to take classes/groups back to ensure a smooth transition for students.
- Continue to provide formal and informal feedback.
- Complete final evaluation.

Providence College Elementary/Special Education Lesson Plan Form

Name:
Date:
Grade:
Teacher:
School:

Common Core/Content Standards:

Strategy/Skill Focus or IEP Goal:

IEP Objective and Criteria for Mastery:

Student Learning Competencies/Objectives: What will your students know and be able to do as a result of this lesson?

Learner Factors/Differentiation of Instruction: How does this lesson accommodate different developmental levels of students? How does this lesson create connections between the subject matter and student experiences and accommodate individual differences in approaches to learning and/or provisions for students with particular learning differences or needs? How does it meet IEP or 504 plan accommodations?

Cultural Connections: How does this lesson pertain to students' cultural, ethnic, economic, linguistic, racial, etc. backgrounds? How does it allow students to utilize their developing language skills and/or capitalize on the strengths of their native language(s)?

Instructional Materials and Resources:

1. What materials, manipulatives, visuals, technology, etc., will **you, the teacher**, need for this lesson?

2. What technological resources will **students** be using for this lesson, and what is your **rationale** for utilizing them?

Environmental Factors: What student groupings will be used? What changes might you need to make in the classroom due to instruction, materials, safety, etc.?

Instructional Activities: What activities will you and your students do, and how are they connected to the objectives? Be sure to include sample questions that you will ask, as well as a rationale for your choices of question types. Your rationale should discuss the theory behind your practice.

Statement of Lesson Overview and Sharing of Objectives:

Lesson Introduction:

Rationale Statement:

Sequence of Instruction:

Rationale Statement(s):

Closing:

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson? What **data** will you collect (think about how you will do this as you plan your lesson!) Be sure that you are assessing EVERY objective. Don't use discussion unless you are using anecdotal records, a checklist, or a rating scale.

Discuss criteria for determining:

Students who are proficient in meeting the competency:

CRITERIA:

NEXT STEPS:

Students who are ALMOST proficient in meeting the competency:

CRITERIA:

NEXT STEPS:

Students who do not meet the competency:

CRITERIA:

NEXT STEPS:

(To be completed individually by each student after the lesson is taught)

Reflection:

Your reflection should focus on the results of your data. Did the children understand your instruction? How do you know? What does the data indicate? Did your assessment instruments provide the information you needed? If not, what might you have done differently? Was the lesson challenging enough? Was it too difficult? What does the data tell you about this? What could you change about your instruction to make it more effective?

Providence College Elementary/Special Education Observation Form

Student teacher: _____

Clinical educator: _____

School _____

Date _____ Grade _____

Number of students _____

Observed by: _____

5 = A (Exceeds Proficiency); 4= B (Proficient); 3 = C (Nearing Proficiency); 2 or 1 = F (Below Proficiency)

Planning and preparation (Includes: lesson plan, consideration of students' interests, needs and levels, materials, organization, appropriateness of objectives/competencies, assignments, etc.)

Rating _____

Explanation:

Classroom instruction (Includes: content knowledge, questioning, differentiation, communication, and student engagement, etc.)

Rating _____

Explanation:

Classroom Environment (Includes: clear expectations, transitions, use of time, rapport with students, response to behavior, learning community, etc.)

Rating _____

Explanation:

Assessments (Includes: connection to stated objectives/competencies, documentation of student learning, adaptation of instruction, use of assessment information to make teaching decisions, etc.)

Rating _____

Explanation:

Learner Factors / Cultural Competence (Includes: awareness of diversity, including culture, race, SES, ability/disability, background knowledge, language, etc.)

Rating _____

Explanation:

Total Points: _____

Additional Comments (Optional):

Weekly Student Teaching Reflection Form

(Submit to college supervisor.)

Name:

Date:

1. This week's highlight:

2. This week's challenges:

3. Select one Rhode Island Professional Teaching Standard (RIPTS—see appendix.) Share your experience with its implementation. What did you discover? How did you grow? As a result, what do you intend to do?

4. Next week's goal for my growth:

5: Questions/comments:

Sample Intern Weekly Reflection

(Correlated to the Danielson Framework for Teaching)

Danielson Framework Components Related to Self-Reflection and Adjustments

3e. Demonstrating Flexibility and Responsiveness

4c. Professional Growth and Development (enhancement of knowledge and skills, receptivity to feedback)

Name :

Date: 01/31/2021

1. This week's highlight: This week's highlight was seeing a student I work with in my inclusion math class demonstrate real progress towards her mathematics IEP goal. The goal is to learn how to solve single variables, two-step equations, and inequalities. The first assessment and lesson I gave were trying to teach that exact goal, which proved way too difficult, resulting in a score of 0 out of 5 on the first assessment. I realized that instead of trying to teach the goal outright, it would need to be broken down into much simpler steps. I decided to begin with single variable addition problems, such as $X + 5 = 10$. This lesson proved very successful, and she scored a 5 out of 5. We then moved on to subtraction. Although it seemed that she understood the lesson, when given an assessment, she only scored a 1 out of 5. This week, that lesson was retaught, and she scored a 5 out of 5 on the assessment. When I previewed what we would be working on next, single variable multiplication and division equalities and inequalities, when answered a few sample questions correctly right off the bat. This tells me her metacognition skills are developing, and instead of waiting for instruction, she is beginning to problem solve on her own, an essential skill in math.

2. This week's challenges: Getting students to engage in class, speak using a microphone, or turn on their computer screen has continued to become a challenge. This has been amplified by students choosing now more than ever to stay at home and to engage in class online. The online learning environment has made providing accommodations and progress monitoring towards IEP goals very difficult. Activities that use to take 5 minutes and could be multi-tasked with other activities can now take over 30 minutes. Having one student complete an assessment may take 5 to 10 minutes in person, but online could take 30 to 45 minutes, with myself having to watch that student and provide direct assistance the entire time.

3. Select one Danielson FFT "component" and share your experience with its implementation. What did you discover? How did you grow? As a result, what do you intend to do? The component I am choosing to reflect on is strand 1b from the Danielson framework for Remote Teaching, demonstrating knowledge of students. I believe that I have practiced this strand throughout my time, not only as a new teacher but as a long-term substitute teacher in the

same role throughout the year. I have been able to develop relationships with my students. I have respected their unique backgrounds and identities. I have a good understanding of their current knowledge and skills. And I am learning every day about what learning processes work best for them. I will continue to pay close attention to how they learn so that I can craft lessons in the future that account for my student's unique learning processes.

4. Next week's goal for my growth: My goal for each week is to get better than the week before. This means improving my organizational skills, crafting better lessons, and finding more efficient ways to deliver instructions, services, accommodations, and assessments to my students.

5: Questions/comments: None

Sample Intern Weekly Reflection

(Correlated to the Danielson Framework for Teaching)

Danielson Framework Components Related to Self-Reflection and Adjustments

3e. Demonstrating Flexibility and Responsiveness

4c. Professional Growth and Development (enhancement of knowledge and skills, receptivity to feedback)

Name:

Date: 1/30/2021

1. This week's highlight:

I met with the Administrative Supervisor for ECSE(PPCD) for AISD and the ECSE (Early Childhood Special Education) Coordinator for AISD to discuss the placements of 4 of my students. They wanted to get an idea of what I was recommended for my students. There are two that will probably go to Life Skills and one that will continue in the general education setting in first grade; the last student just informed us they would be moving her to the Capitol School. It was a really great collaborative meeting, and I was very pleased with the outcome. They will send their PLN person, who was also at the meeting, to observe my two students that will be going to Life skills. I also informed them I would be doing an FBA on one student before he leaves ECSE/PPCD; they were very supportive of what I was doing. They asked how the parents may take their child going to Life Skills, and they gave suggestions that I should be having that conversation now in baby steps with the one parent that might not be open. The other parent would be thrilled as she is very supportive of ECSE. My supervisor and co-teacher were there to discuss her students, and I was also able to give feedback on those students as well. I told them I was kind of new to being on this side of special education and not as a parent. I have been doing this since August, when I started this position, and I welcomed any feedback. They were very positive and encouraged me, and I was doing great. So that was very helpful. I am very fortunate to be with an experienced supervising teacher. Overall, it was a really good meeting.

2. This week's challenges:

Managing my ARD paperwork, but I managed to get it done for the ARD this Wednesday, Feb. 3rd. It is on a student I've never met. I called mom to make sure that she received the ARD guidelines, Procedural Safeguards, and notice of the ARD meeting. She was very nice, and I asked if she had any questions or concerns. We talked about things she didn't understand about ARD's in general, and I told her she is a part of the team and I was there to help support her and her child. Her son is at preschool but is zoned for our school, she had him evaluated by AISD, but she's not bringing him to our school in the fall. So, it's hard to write an IEP with a student I've never seen or worked with, so that was new. I really had to read through the FIE paperwork and his evaluations to make sure I was doing the ARD paperwork correctly. But I am ready for the ARD on Wednesday.

3. Select one Danielson FFT “component” and share your experience with its implementation. What did you discover? How did you grow? As a result, what do you intend to do?

This week was also challenging in the fact that we had another student start that hasn't been inschool for ten months. He was having a hard time staying in centers, sitting, among other things. We also had another child placed in our classroom with pretty high behavioral needs.

So, this week was pretty busy in the classroom and with paperwork after school. What I am glad for is Domain 2 of the Danielson Framework: The Classroom Environment. In our classroom, we have created an environment where I have been able to build a rapport with each student and facilitate students interacting with each other by providing different learning opportunities. This is at recess, center time, music time, morning circle, among other structured activities throughout the day. In the classroom, because it is structured, there come consistent expectations for each activity that the students know. In art, they know that they have to wait for the teacher to help them; there are usually three children at the table at once. They love art and know they have to wait and stay seated, and after they are done, they get to get their bin with playdough until the timer goes off to switch centers, and then they know to clean up and continue to the next center. This is only part of our classroom procedures that have been set in place, so the children know what comes next and what is expected of them behaviorally. Managing student behavior is more tailored to their needs, not always a size fits all, but we do try and use the same strategies for the same behaviors. For example, if we are doing morning circle and someone is out of their seat, I give all the children a little gummy and tell them all “good sitting” to all that are sitting. The child that isn't sitting down and I tell them I will wait to see your good sitting and then give them a gummy after they have been for a minute. But it depends on the child and their abilities. Some I flip our huge hourglass and say when you have sat for as long as the sand runs out, then you can have your gummy, I will save it for you until then. For some children, I have to wait and look at them for some time, then give them the gummy because they need a shorter time. So that is just a small snippet of how I manage student behavior. Our classroom is very organized and structured, but with enough activities that it is not completely structured, if that makes sense.

The physical space of the classroom is safe and accessible for all learners. We have a bathroom and changing room in our bathroom in the classroom. We have age-appropriate and small furniture for 3-5 years old's. Overall, Domain 2 of the Danielson Framework of the classroom environment has been a key factor with nine in person 3–5-yr. olds with different needs and then keeping in mind their IEP goals which are incorporated into almost all activities we do on a daily basis in the classroom.

4. Next week's goal for my growth:
Rehears with my mentor/supervising teacher to approach the one parent about her daughter going into Life Skills for the next school year. We will be having a

parent/teacher conference, and I will be using the data I've collected to help her understand but be empathetic and gentle at the same time; that is why I will rehearse what I need to say. Normally I do not do that, but for this particular parent, I will need to. The ladies from our meeting said I could contact them for support if I needed it, but my supervising teacher is very well-versed, and I trust her, and she's done this for 20 plus years.

5. Questions/comments:

It is just super busy lately with all our kiddos, but there is no place I would rather be. It is fun in my classroom and with my co-teacher/supervisor. We also have a student teacher from UT. All our kids are in person, and with 3-5-year-olds, it is constant and fun to teach them. I love teaching morning circles, music time, and small groups.

General Education Five-Day Instruction and Assessment Project

Purpose:

The purpose of this assignment is to encourage you to carefully consider what you know about your students in order to plan instruction for them effectively. You will decide upon an appropriate interdisciplinary topic that you will teach through five sequential lessons.

This project will demonstrate your ability to use *formative assessments* to determine appropriate daily instruction for your students. You will make instructional decisions upon your consideration of the effectiveness of your instruction and of student learning, which will be informed by your data collection.

A *summative assessment* will be required at the conclusion of the project to assess the overall unit goals.

You will need to include **three students' work** from the beginning through the end of this project. The students should represent an average, and above average, and below-average learner, and their work samples should demonstrate how your differentiation of instruction impacted their learning.

RIPTS Connections: 1, 2, 3, 4, 5, 6, 8, 9, 10

CEC Connections: 1, 2, 4, 5, 6, 7

WIDA Connections: Actions 1, 4, 6, 8, 11, 12, 14

ISTE Connections: 4, 5, 6, 7

Description/Process:

- First, you will gather data about the learners in your classroom. This stage begins on your first day in the classroom and forms the basis of all your instruction. Use your Student Formative Assessment Chart to document your increasing understanding of students as they progress through this project. Your notes should address the knowledge you have about the cognitive, metacognitive, social, and emotional strengths and needs of each child.
- Next, complete a planning outline for your project (Planning Outline Chart). Consider your overall goals for the project and think about how you will approach these each day. Then develop a brief outline for each of the five days that includes your overall pre-assessment, your long-term goals, the standards you will be addressing, the daily topic or strategies you will be teaching, and the formative and summative assessments you will use. You may find it easier to initially visualize these in a chart form. **Your planning outline must be submitted to your supervisor and clinical educator two weeks before you begin teaching your unit. ****

- After you write your planning outline, you will begin constructing lessons and assessments for your unit. Each day's lesson should be based upon the assessment results from the previous day. Make sure that your instruction extends students' thinking beyond factual recall and challenges them to develop higher-level cognitive skills and strategies.
- Complete your Student Formative Assessment Chart every day of your Project. These results will assist you in determining how well your students understood your daily instruction and will enable you to revise your lessons and reflect upon how you will differentiate instruction to meet the needs of each of them. Remember to think about every learner, those who are functioning at average, above average, and below-average levels. Your lesson plan rationale statements should explain how you are thinking about student needs in the various components of your lesson (for example, have you devised flexible groups to address a particular need that you have discovered through assessment results?) Indicate also how you have assured that you are maintaining a learning community throughout your classroom that maximized student interaction and development.
- After each lesson, write a reflection about your lesson that indicates how it has changed from your original plan.
- Finally, write an overall unit reflection that discusses how you changed your project along the way. Talk about how you connected learning among disciplines and how you modified instruction for different learning needs. Consider the effectiveness of your planning and talk about the strengths and weaknesses of lesson components. Did your assessments provide you with the necessary information, or if not, what changes were necessary?

****You and your supervisor will need to schedule a formal observation of one or more project lessons. Your clinical educator must complete an observation of a lesson that comes immediately before or after this observation. Therefore, be sure to set up both observations as you plan to begin your unit.**

Rough Draft Checklist: 5 Day Project

Be sure that your unit draft includes:

- An outline of each day of instruction
- A detailed description of how your project connects to the Common Core/grade-level standards
- A description of how you will assess each day's learning to make instructional decisions (formative assessments) and how you will assess the overall unit goals at the end of the unit (summative assessment)

Student Formative Assessment Chart

Begin collecting data about your students when you begin student teaching. Initially, you will provide details about **all** of the students in your class; after you complete your formative assessment on the first day of your unit, you only have to collect information for the three students you are following through the project (an average, above average, and a below-average student.)

Initial Chart (Complete for WHOLE CLASS)

Student Name	What Do You Know About the Student?
Example: Jennifer	A very hard worker. Great participation. She has trouble writing her thoughts on paper, so it would be beneficial for her to talk about her ideas with the teacher before engaging in written assignments. Needs extra time to finish written work. She works well with Charlene, and it would be helpful to pair them up.

Formative Assessment Charts (Complete for THREE Students Throughout unit)

Date	Student Name	Assessment of Student Learning Objectives	What do you know about the student from your observations and his/her work?	Instructional Decisions
EX: 3/20	Jennifer	She completed a concept map for prewriting. Somewhat accurate but left out key details.	She has trouble writing her thoughts on paper.	Meet with the student to go over the concept map again. Have her provide the information orally while the teacher writes on post-its— student then copies to a concept map.

Planning Outline: Five Day Assessment and Instruction Cycle Project

WHOLE UNIT:	Content/Common Core Standards for UNIT: (include all content areas addressed in unit)	Unit Goals: What will students be able to do/know at the END of the unit?	Pre-assessment: What assessment tool/instrument will you use to determine what students know and are able to do? How will you utilize these results?	Topics	Assessments What formative and summative assessments will you use?
	Standards for Lesson:	Lesson Goals based upon pre-assessment:	Daily Topic: What are you teaching, and how are you going about it? Scaffolding? Modeling? Differentiation of Instruction?	Assessments: What formative and summative assessments will you use with this lesson?	
Day 1					
Day 2					
Day 3					
Day 4					
Day 5					

Reflections: 5 Day Project

Reflections:

As you complete each day of your five-day project, you will be responsible for writing a daily reflection.

Your first **four** daily reflections should address the following:

- What are pedagogical approaches apparent in your lesson? How have you differentiated instruction? What was the basis of your decision-making?
- Was your lesson planning effective? Did you make adjustments to your lesson as you taught? If so, what were the adjustments, and why were they necessary?
- How did you assess student learning, and how did you analyze the results? How effective were your assessment criteria? What did you learn about students' understanding of the lesson content? What did you learn about the clarity of your instruction?
- What changes are you going to make to tomorrow's instruction? Why do you feel these changes are necessary?

Your **FINAL** reflection should explain:

- How effective was your project? Did students learn what you wanted them to learn? How do you know? Talk about your data and offer explanations for your results.
- How efficiently does your final assessment measure whether students met the goals that you originally set?
- How has your knowledge of students changed as a result of this project?
- How has your teaching changed as a result of this project?

Rubric: Five Day Assessment and Instruction Project

Domain	A (Distinguished)	B (Proficient)	C (Unacceptable)
<p>Domain 1: Planning and Preparation</p> <p>20 points</p>	<ul style="list-style-type: none"> -Lesson plans are well integrated across at least two disciplines. -Lessons are developmentally appropriate. -Lessons address appropriate Common Core/Curriculum Standards -Complete and pedagogically sound rationale statements. -Reflects awareness of the cognitive, linguistic, cultural, social, racial strengths and needs of the learners. -Background knowledge, interests, and needs of learners have been considered in the development of the lesson. -A variety of organizational formats has been utilized to enable various modes of communication. -Modifications to planning based on formative assessment results. 	<ul style="list-style-type: none"> -Lessons weakly address two or more disciplines. -Lessons are mostly developmentally appropriate. -Mostly appropriate Common Core or Curriculum Standards. -Rationale statements explain thinking but lack theoretical grounding. -Reflects some awareness of the cognitive, linguistic, cultural, social, racial strengths and needs of the learners. - Background knowledge and interests of the learners have been considered in the preparation of the lesson. -One style of communication is used effectively. -Some modifications to instruction based upon formative assessment results. 	<ul style="list-style-type: none"> -Lesson does not address more than one discipline. -Lessons are not developmentally appropriate. - Inappropriate standards. -Weak rationale statements. -Little awareness of the strengths or needs of learners. -Little or no consideration of the background knowledge, interests, or abilities of learners is evident in the lesson. - Ineffective communication. - Few modifications to planning based upon formative assessment results.
<p>Domain 2: Instruction</p> <p>20 points</p>	<ul style="list-style-type: none"> -Instruction enables students to develop a strong understanding of content. -High-quality questions enable students to think critically. 	<ul style="list-style-type: none"> -Most instruction enables students to understand the content. -Most questions require students to think critically. 	<ul style="list-style-type: none"> -Instruction interferes with students' grasp of content. -Lower-level questioning. -No inquiry or exploration was employed.

	<ul style="list-style-type: none"> -Meaningful experiences engage students in inquiry-based explorations. -A variety of materials and communication styles are utilized. -Activities focus on the application and integration of knowledge. -Student-teacher makes cross-content connections and interdisciplinary learning experiences. -Uses a variety of teaching and learning strategies. -Consistently checks for student understanding during instruction. -Utilizes scaffolds appropriately to ensure that all students succeed. 	<ul style="list-style-type: none"> -Some inquiry or exploration is used. -A few materials and communication styles are utilized. -Some activities apply or integrate knowledge. -Some connections or interdisciplinary learning is evident. -Several teaching and learning strategies are employed. -Checks multiple times throughout the lesson for student understanding. -Scaffolding employed. 	<ul style="list-style-type: none"> -Few materials or modes of communication are used. -Passive learning environment. -Few interdisciplinary connections. -Single teaching or learning strategy utilized throughout the lesson. -Few attempts to check for student understanding. -Little or no scaffolding evident.
<p>Domain 3: Classroom Environment</p> <p>20 points</p>	<ul style="list-style-type: none"> -Maximizes learning time, establishes procedures and expectations, and ensures access to learning materials. -Creates a safe community of learners, respects individual differences, and encourages risk-taking. -Promotes positive social interactions through a variety of classroom configurations. -Manages behavior: reinforces positive behavior and redirects off-task or challenging behavior. 	<ul style="list-style-type: none"> -Most time used efficiently, procedures established, and most learning materials available. - Most students feel part of the community. Individual differences are accepted, and some risk-taking is evidenced. -Some different classroom configurations are attempted. -Most behavior is managed; some positive behavior is reinforced, and some challenging behavior is redirected. 	<ul style="list-style-type: none"> -Inefficient use of time. -Little evidence of an inclusive community or of risk-taking. -Static classroom configuration. -Little or poor behavior management. -Low expectations.

	-Communicates high expectations for all students.	-Moderate expectations for all students.	
Domain 4: Reflection of Implementation 20 points	-Student-teacher utilizes assessment/ learning cycle to plan and modify instruction - A variety of formal and informal assessments are used throughout the unit. -Student-teacher provides students with high-quality, timely feedback. -Student-teacher maintains accurate records of student progress and performance.	-Student-teacher utilizes an assessment/ learning cycle to plan and modify most instruction. - Some formal and informal assessments are used throughout the unit. -Feedback is provided to students. -Student-teacher maintains some records of student progress and performance.	-Little evidence that an assessment/ instruction cycle has been used to plan instruction. -Few assessments were used throughout the unit. -Little or inappropriate feedback is provided to students. -Insufficient and/or inefficient records of student progress and performance
Domain 5: Final Reflection 20 Points	-Consistently reflects a thoughtful and thorough analysis of the project background, decision making, and implementation. -Provides insights into success and concerns that occurred during implementation. -Reflects a clear understanding of the interconnectedness of knowledge of learners, curriculum, teaching, and assessment.	-Reflects a superficial analysis of project background, decision making, and implementation. -Briefly discusses the successes and concerns that occurred during implementation. -Some understanding of the connections between knowledge of learners, curriculum, teaching, and assessment.	-Describes but doesn't analyze the project. -Doesn't address concerns or successes that occurred during implementation. -Little understanding of the connection between knowledge of learners, curriculum, teaching, and assessment.
TOTAL POINTS out of 100:			

Special Education Project

Purpose:

The purpose of this assignment is to demonstrate your knowledge of and implementation of **High Leverage Practices** (CEC, 2015) in collaboration, social/emotional/behavioral practices, instruction, and assessment.

RIPTS Connections: 2,3,4,5, 6, 7, 8, 9, 10, 11

CEC Connections: 1, 2, 3, 4, 5, 6, 7

WIDA 1, 2, 3, 4, 5, 7, 10, 12

ISTE 2, 3

Common Core Standards – appropriate standards addressed within lessons

Description of Assignment:

This project has two components:

- Individual comprehensive learner profile
- A Sequence of 3 Specially Designed Lessons and Progress Monitoring

Individual Learner Profile

Description of instructional practices used previously in the area of three sequential lessons:

This description should include specifics regarding instructional pedagogy, curriculum (materials, standards), and environment (group size, teacher, place, social/emotional/behavioral supports, length of lessons, etc.) The details may be gathered from any observations of instruction you have completed and what you have learned from lessons you have taught in this area earlier in the semester. Also, consider interviews you have conducted and assessments (screening, progress monitoring, diagnostic) you have administered or reviewed and what you have learned. You may use the RIOT/ICEL matrix to organize your notes from your assessment. Be sure to include information about relevant IEP goals, accommodations, adaptations, and modifications. Please address if the practices used/planned are evidence-based and culturally linguistically responsive and provide sources to support your conclusions. Conclude with a six-week progress monitoring goal and a graph to visually display your progress monitoring goals. Provide the rationale for your goals and how it was determined. Conclude with a brief rationale of your plan for evidence-based and culturally linguistically responsive practices that you will incorporate into your three sequential lessons.

The sequence of 3 Specially Designed Lessons

Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

- 1) To address the unique needs of the child that result from the child's disability; and
- 2) To ensure access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. (Sec. 300.29)

- Based on what you have learned from your assessments and your student's IEP, and what you have included in your Learner profile, you will develop, implement and reflect on a sequence of 3 lessons, which include your focus learner, and use the PC lesson plan form
- The sequence of lessons should be implemented in the environment in which the learner receives specialized instruction. Thus, in an inclusive class, small group, or one-on-one.
- Rationales should address High Leverage Practices included and how the instruction provided is specially designed to meet the needs of your learner.
- Lesson reflections should incorporate specifics about student performance on formative assessments and document progress across the three lessons.
- At least one of these lessons should be a formal observation by your cooperating teacher or college supervisor. His/her feedback should be addressed in your future planning and your reflection of your student's progress.
- Summary of Response to Intervention will allow you to provide your progress monitoring goals with at least 6 data points included; analyze the child's response to intervention using an evidence-based strategy; Share the results with the student, the teacher, and the family.

1. Revision of IEP

- Revised IEP Chart

Evaluative Criteria: See Rubric

Special Education Project Timeline Guidelines

Week 1:

- Identify student(s) who will be the focus for the Project
- Contact the student's family to request permission.

Weeks 2 and 3:

- Review student's IEP.
 - Develop a plan with cooperating teacher reviewing IEPs, observations, interviews, and testing the student
 - Develop assessment plan based on student's profile: review the information and develop at least three appropriate and necessary assessments.
- Target the area(s) you will be focusing on for your instruction and report.
- Identify a weekly progress monitoring tool to begin implementing by the end of September/February.
- Begin collecting progress monitoring data in the area of need; this should be ongoing throughout the placement and should continue for a minimum of six to eight weeks.

Weeks 4 – 11:

- Collect student work samples.
- Begin description and reflective analysis.
- Assess Education Report student.
- Begin writing Education Report.

IEP Template

	Current	New	Rationale for Change
Present Levels of Academic and Functional Performance: <ul style="list-style-type: none">• Reading• Writing• Math• Functional			
Annual Goal (in focus area for project)			
Short Term objectives / benchmarks			
Monitoring progress for IEP goal			
Supplementary Aids and Services /Curriculum Accommodations			

SPECIAL EDUCATION PROJECT RUBRIC

	Proficient (7 points for each item)	Emerging (5-6 points for each item)	Unacceptable (3-4 points for each item)
<p>Student Learner Profile</p> <p>50 Points</p> <p>RIPTS: 2.2, 2.3, 3.2, 4.1., 4.2, 4.3, 4.4, 6.6, 9.5, 10.1</p> <p>CEC: 3.3, 5.1, 5.2, 5.6, 6.1, 6.2,6.3 7.2,7.3,7.4</p> <p>ISTE: 4, 5, 6, 7</p> <p>WIDA: 1</p>	<p>1. All data collected has been summarized and reported in a professional manner using strength-based language.</p> <p>2. Strengths and needs are articulated as Present Levels of Academic Achievement using technical terms with reference to tools used and dates administered, observed, or interviewed, and documents reviewed.</p> <p>3. Strengths and needs are articulated as Present Levels of Functional Performance (i.e., social, emotional, behavioral, communication, and adaptive skills). Reference is made to documents, interviews, observations, or instruction used to determine strengths and needs.</p> <p>4. Description of instruction should include specifics regarding instructional pedagogy, curriculum (materials, standards), and environment (group size, teacher, place, social/emotional/behavioral supports, length of lessons, etc.).</p> <p>5. Accommodations, adaptations, and modifications should be described. A progress monitoring goal was developed, the rationale provided, and a graph provided.</p>	<p>1. Data collected has been summarized using a mix of strength and deficit-based language.</p> <p>2. Strengths and needs are articulated as Present Levels of Academic Achievement using non-technical terms with some reference to tools used to gather information and documents reviewed.</p> <p>3. Strengths and needs are articulated as Present Levels of Functional Performance (i.e., social, emotional, behavioral, communication, and adaptive skills) with some reference to tools used to gather information.</p> <p>4. Data is incomplete with minimal information about the information collected and minimal plan for future assessments with no specific assessments named or subtests included.</p> <p>5. Description of instruction provides minimal information on instructional pedagogy, curriculum (materials, standards), and environment (group size, teacher, place, social/emotional/ behavioral supports, length of lessons, etc.).</p>	<p>1. Minimal data collected has been summarized using deficit-based language.</p> <p>2. Minimal description of strengths and needs included as Present Levels of Academic Achievement terms with some limited or no reference to tools used to gather information and documents reviewed.</p> <p>3. Minimal description of strengths and needs included as Present Levels of Functional Performance in only one of two areas (i.e., social, emotional, behavioral, communication, and adaptive skills) with minimal or no reference to tools used to gather information.</p> <p>4. Descriptions of instruction in the student's area of need are not fully articulated. Conclusions and sources are not referenced.</p>

	<p>6. Evidence-based practices and sources are used to support conclusions.</p> <p>7. Practices used/planned are culturally responsive and evidence-based; sources are provided to support conclusions.</p>	<p>6. Relevant IEP goals, accommodations, adaptations, and modifications are not fully included.</p> <p>7. Conclusions are limited, and sources are not referenced.</p>	
<p>3 Sequential Lesson Plans</p> <p>RIPTS: 2.2, 2.3, 3.2, 4.1, 4.2, 4.3, 4.4, 6.6, 9.5, 10.1,</p> <p>CEC: 3.3, 5.1, 5.2, 5.6, 6.1, 6.2, 6.3, 7.2, 7.3, 7.4</p> <p>ISTE: 4, 5, 6, 7</p> <p>WIDA: 1</p> <p>50 points</p>	<p>1. Instruction is designed toward a specific learning goal(s) that is consistent with IEP goals/STO and discipline standards.</p> <p>2. Evidence-based practices are incorporated.</p> <p>3. Instruction incorporates strategies and scaffolds to support learning and independence.</p> <p>4. Sequence of lessons considered a developmental progression, children’s performance, and opportunities to maintain and generalize new learning across time.</p> <p>5. Specific positive and constructive feedback planned for and implemented.</p> <p>6. Teacher questions, tasks, and teaching materials were culturally relevant and appropriate for the child (classmates) and the lesson focus.</p>	<p>1. Instruction is designed toward a specific learning goal(s) but not aligned with IEP goals/STO or CC standards.</p> <p>2. Evidence-based practices are not aligned with student characteristics and lesson focus.</p> <p>3. Instruction incorporates strategies and scaffolds to support learning.</p> <p>4. Sequence of lessons incorporated a developmental progression, children’s performance, or opportunities to maintain and generalize new learning across time.</p> <p>5. Feedback planned and implemented is not corrective or not specific.</p> <p>6. Teacher questions, tasks, and teaching materials were culturally relevant and appropriate for the child (classmates) or the lesson focus.</p>	<p>1. Instruction is designed toward a specific learning goal(s) but not aligned with IEP goals/STO and CC standards.</p> <p>2. Evidence-based practices not used.</p> <p>3. Instruction does not incorporate strategies and scaffolds to support learning.</p> <p>4. Sequence of lessons did not incorporate a developmental progression, children’s performance, or opportunities to maintain and generalize new learning across time.</p> <p>5. Feedback is not planned or implemented.</p> <p>6. Teacher questions, tasks, and teaching materials were not culturally relevant and appropriate for the child (classmates) and the lesson focus.</p>

<p>7. Lesson rationales address High Leverage Practices implemented and explain how they relate to student and class profile.</p> <p>8. Lesson reflection/subsequent instruction addresses student performance data and cooperating teacher/supervisor feedback</p> <p>9. Summary of Lessons and Progress Monitoring Graph of Progress monitoring results provided and progress analyzed with recommendations provided for next steps</p>	<p>7. Lesson rationales address High Leverage Practices implemented and explain how they relate to student and class profile.</p> <p>8. Lesson reflection/subsequent instruction addresses student performance data or cooperating teacher/supervisor feedback</p> <p>9. Summary of Lessons and Progress Monitoring Graph of Progress monitoring results provided and progress analyzed with recommendations provided for next steps</p>	<p>7. Lesson rationales do not address High Leverage Practices implemented and explain how they relate to student and class profile.</p> <p>8. Lesson reflection/subsequent instruction does not address student performance data or cooperating teacher/supervisor feedback.</p> <p>9. Summary of Lessons and Progress Monitoring Graph of Progress monitoring results provided and progress analyzed with recommendations provided for next steps</p>
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Video-Recorded Lesson

You are required to provide video clips from at least one lesson during **both** of your placements during student teaching.

Preparation and instruction are both crucial parts of the teaching process; however, this project focuses **PRIMARILY** on the **INSTRUCTIONAL** aspects of your teaching. It allows you the opportunity to analyze how well you **implemented** your lesson. This assignment requires you to provide a detailed analysis of a lesson so that you can take an in-depth look at your teaching. Through commentary, video clips, and samples of student work from at least one lesson, you have an opportunity to show how you interact with students in your classroom and how you reflect on and learn from your own teaching and students' responses.

RIPTS Connections: 1, 2, 3, 4, 5, 6, 8, 9

CEC Connections: 1.2, 2.1, 3.1, 3.2, 3.3, 4.4, 5.1, 5.4, 5.7

- Be sure to review school policy regarding video recording and make arrangements as necessary. Equipment is available through Academic Media Services if needed, but you must reserve it in advance.
- Begin by selecting the lesson(s) you want to include in your commentary. You may choose to have your clinical educator and/or your college supervisor observe this lesson(s) and write comments about it, *but this is not necessary*. If you choose to have someone observe your lesson, you may want him or her to focus the observation on the following aspects of your instruction:
 - The introduction and development of an idea or concept
 - Student engagement is critical thinking and/or problem-solving discussion
 - The classroom environment
 - Your feedback to students

Video Recording Permission

- You will need to confer with your teacher and (perhaps) the principal of your school to determine what policies might be in place regarding video recording in classrooms.
- You will need to explain to them that in order to submit your video clips for scoring, you must obtain parent/guardian permission using the form included in this Handbook if the district has not already obtained permission forms from families.
- If you need to obtain permission from families (after you receive permission from your principal and teacher to do so), distribute the permission form and obtain parent signatures. Because this may take some time, you should be sure to set this process in motion **long before you are actually planning to teach the video lesson**.
- You will need to avoid video recording any student who does not return a signed form. This may be possible by arranging the seating so that you place such individuals outside the view of the camera. You will need to turn in completed parent permission forms (or a copy of them if the school wishes to maintain copies) when you submit a copy of your materials to your supervisor.

Video Recording Procedure

- Set up a tripod or have someone record the lesson. Identify a total of two to three ten minutes video clips from the lesson.
- This can be either one continuous segment or two distinct segments. The clip(s) you select should include interactions between you and your students and your responses to student comments, questions, and needs. The interaction(s) should illustrate:
 - the nature of discourse in your classroom and the environment you have established for learning.
 - you are using tools of inquiry that encourage critical thinking and problem-solving
 - responses /feedback to students demonstrating that you frequently check for and respond to student understanding during the lesson.

Video Selection Reminders:

- The value of the video is dependent upon your ability to capture students and their voices in your classroom. As you review the video, consider the following questions:
 - Are student voices audible on the tape?
 - Did you capture both what the students and the teacher are saying?
 - Does the video illustrate the classroom environment?

Video Lesson Packet Guidelines

Each video lesson packet should include:

- A lesson plan on the department's lesson plan form
- Video clip(s) from the lesson
- An instructional commentary in which you provide
 - (1) a rationale for the lesson
 - (2) a reflection on your teaching based on your observations of the video clips
 - (3) students' performance on lesson goals
- Examples of student work that you reference in your commentary

Developing the Video Lesson Commentary

Write a commentary analyzing the teaching shown in the video clip(s) that you submit. It is important to remember that even if the teaching didn't go as well as you had hoped, your ability to recognize and analyze the factors that contributed to the challenges is also important. In your reflection, you have an opportunity to demonstrate your recognition of these factors and identify both successes and missed opportunities for supporting student learning.

Some things you might want to consider in developing your commentary are:

- How did you demonstrate respect for, rapport with, and responsiveness to the full range of students in your classroom? How have you engendered their development over time throughout your teaching? Reflect on your success in meeting your expectations in this area and how you have made adjustments as needed. What advice from your clinical educator and supervisor have you found particularly helpful?
- How did you engage ALL students in learning? Describe particular strategies you used. Explain how you elicited students' responses to promote their critical thinking and develop their understandings. Comment on particular structured opportunities that you created that are visible in the video clip that show students "engaged in learning tasks that promote problem-solving and critical thinking." What strategies did you use to show how you develop and build on students' problem solving and/or critical thinking?
- What examples in your lesson provide evidence of students' use of academic language in ways that develop content understanding? How did your language or instruction promote academic language development for students with varied language levels? Be sure that you utilize any modifications that you noted you would use in your lesson plan.
- What particular strengths do you feel that you bring to the teaching process? What do you think that you did especially well? What parts of your instruction do you feel were weakest? What would you do differently? How could you improve your responses to particular students? What surprised you most about your video?

Video Lesson Scoring Sheet

<p>Instruction (60)</p>	<ul style="list-style-type: none"> • Students are consistently asked questions that challenge them to think critically. • Students are engaged in meaningful experiences that foster inquiry and exploration. • A variety of materials and communication styles are utilized throughout the entire class period. • Activities consistently focus on the application and integration of knowledge. • A variety of teaching and learning strategies are consistently employed throughout the lesson. • Technology is utilized by both the student teacher and by the students appropriately to engender learning. • Student-teacher consistently checks for student understanding during instruction. • Student-teacher utilizes scaffolds appropriately to ensure that all students can succeed. • Student-teacher "Thinks on his or her feet" to change lesson as appropriate to reflect student understanding • Student-teacher utilizes strategies for teaching both academic language and content. • Student-teacher collaborates with paraprofessionals or co-teacher to support student learning as appropriate.
<p>Classroom Environment (30)</p>	<ul style="list-style-type: none"> • A variety of organizational formats (whole class, small group, independent) is utilized to enable students to use a variety of modes of communication. • A culturally responsive classroom environment reflects an awareness of the cognitive, linguistic, cultural, and social strengths and supports for learners.
<p>Writing (10)</p>	<ul style="list-style-type: none"> • The Paper is well written with few grammar or spelling errors. • Ideas flow cohesively throughout the paper.

Score	
Instruction points:	
Environment points:	
Writing points:	
Total Points	

ESE Professionalism Evaluation

Student Name: _____

Supervisor: _____

PROFESSIONALISM: Standards 7, 8, 10, 11 <u>RIPTS Standard 7:</u> 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. (CEC 7)	Exemplary Evidence 3 points	Clear Evidence 2 points	Emerging Evidence 1 point	Little Evidence 0 points	No Basis For Rating
Work collaboratively with colleagues to examine teacher practice, student work, and student assessment results with the goal of improving instruction and achievement					
Develop relationships with students and their families to support learning					
Understand the role of community agencies in supporting schools and work collaboratively with them as appropriate					
<u>RIPTS Standard 8:</u> Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	Exemplary Evidence 3 points	Clear Evidence 2 points	Emerging Evidence 1 point	Little or No Evidence 0 points	No basis for Rating
Use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counterexamples) to engage students in learning					
Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning					
Use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school					

Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction					
Seek knowledge of and demonstrate sensitivity to the particular communication needs of all students					
RIPTS 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. (CEC 6)	Exemplary Evidence 3 points	Clear Evidence 2 points	Emerging Evidence 1 point	Little or No Evidence 0 points	No Basis for Rating
Solicit feedback from students, families, and colleagues to reflect on and improve their own teaching					
Explore and evaluate the application of current research, instructional approaches, and strategies, including technologies to improve student learning					
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					
Take responsibility for learning about and implementing federal, state, district, and school initiatives to improve teaching and learning					

<p>RIPTS Standard 11: Teachers maintain professional standards guided by legal and ethical principles. (CEC 6)</p>	<p>Exemplary Evidence</p> <p>3 points</p>	<p>Clear Evidence</p> <p>2 points</p>	<p>Emerging Evidence</p> <p>1 point</p>	<p>Little or No Evidence</p> <p>0 points</p>	<p>No Basis For Rating</p>
<p>Maintain standards that require them to act in the best interests and needs of students.</p>					
<p>Follow school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families</p>					
<p>Follow local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/ guardians', and teachers' rights and responsibilities</p>					
<p>Interact with students, colleagues, parents, and others in a professional manner that is fair and equitable</p>					
<p>Are guided by codes of professional conduct adopted by their professional organizations</p>					
<p>PROFESSIONALISM COMMENTS:</p>					
<p>TOTAL POINTS (out of 51)</p>					

PC ESE Student Teacher MIDTERM Evaluation and Goal Setting Form

Student Teacher _____ Grade level/setting _____ Date _____

Clinical educator _____ School/District _____

INSTRUCTION Standards 1, 2, 5, 9 <u>RIPTS Standard 1:</u> 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. (CEC 3)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Reflects a variety of academic, social, and cultural experiences in their teaching					
Uses a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement					
Exhibits a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students					
Facilitate student involvement in the school and wider communities					

RIPTS 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. (CEC 6)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
knows 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					
Designs instruction that addresses the core skills, concepts, and ideas of the disciplines/ content areas to help all students meet Rhode Island’s learning standards					
Selects 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					

Engages students in a variety of explanations and multiple representations of concepts, including analogies, metaphors, experiments, demonstrations, and illustrations, that help all students develop					
Represents 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					
<u>RIPTS Standard 5:</u> Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas. (CEC 5)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Designs lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills					
Poses questions that encourage students to view, analyze, and interpret ideas from multiple perspectives					

Makes 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					
Engages students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence					
Uses tasks that engage students in exploration, discovery, and hands-on activities					
<u>RIPTS Standard 9:</u> 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. (CEC 4)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Selects and/or designs individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments					
Identifies and considers student and contextual variables that may influence performance so that a					

student's performance can be validly interpreted					
Systematically collects, synthesizes, and interprets assessment results from multiple assessments to monitor, improve, and report individual and group achievement					
Provides 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					
Uses assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals					
Maintains records of student learning and communicate student progress to students, parents/ guardians, and other colleagues					

MIDTERM GOAL(S) INSTRUCTION:

CLASSROOM ENVIRONMENT Standards 3, 4, 6 <u>RIPTS Standard 3:</u> Teachers create instructional opportunities that reflect an understanding of how children learn and develop. (CEC 1)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Understands how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning					
Designs instruction that meets the current cognitive, social and personal needs of their students					
Creates age-appropriate lessons and activities that meet the variety of developmental levels of students within a class					
<u>RIPTS Standard 4:</u> 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.(CEC 1)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Designs instruction that accommodates individual differences (e.g., stage of development, learning style, English language					

<p>acquisition, cultural background, learning disability) in approaches to learning</p>					
<p>Uses 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</p>					
<p>Seeks 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</p>					
<p>Makes 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)</p>					

<p>RIPTS Standard 6: Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation. (CEC 2)</p>	<p>Consistently Demonstrates</p> <p>3 points</p>	<p>Often Demonstrates</p> <p>2 points</p>	<p>Sometimes Demonstrates</p> <p>1 point</p>	<p>Never Demonstrates</p> <p>0 points</p>	<p>Not Applicable at this time</p> <p>0 points</p>
<p>Uses principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained</p>					
<p>Establishes a safe, secure and nurturing learning environment that supports the active engagement of all students</p>					
<p>Provides and structures the time necessary to explore important concepts and ideas</p>					
<p>Helps students establish a classroom environment characterized by mutual respect and intellectual risk-taking</p>					
<p>Creates learning groups in which all students learn to work collaboratively and independently</p>					

Communicates clear expectations for achievement that allow all students to take responsibility and advocate for their own learning					
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MIDTERM GOAL(S) CLASSROOM ENVIRONMENT:

PROFESSIONALISM: Standards 7, 8, 10, 11 RIPTS 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. (CEC 7)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Works collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement					
Develops relationships with students and their families to support learning					
Understands the role of community agencies in supporting schools and					

work collaboratively with them as appropriate					
RIPTS Standard 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Uses a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning					
Uses a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning					
Uses technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school					
Emphasizes oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction					
Seeks knowledge of and demonstrates sensitivity to the particular					

communication needs of all students					
RIPTS 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. (CEC 6)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Solicits feedback from students, families, and colleagues to reflect on and improve their own teaching					
Explores and evaluates the application of current research, instructional approaches and strategies, including technologies to improve student learning					
Takes 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					

Takes responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning					
RIPTS Standard 11: Teachers maintain professional standards guided by legal and ethical principles. (CEC 6)	Consistently Demonstrates 3 points	Often Demonstrates 2 points	Sometimes Demonstrates 1 point	Never Demonstrates 0 points	Not Applicable at this time 0 points
Maintains standards that require them to act in the best interests and needs of students					
Follows school policy and procedures, respecting the boundaries of their professional responsibilities, when working with students, colleagues, and families					
Follows local, state, and federal law pertaining to educational and instructional issues, including regulations related to students', parents'/ guardians', and teachers' rights and responsibilities					
Interacts with students, colleagues, parents, and others in a professional manner that is fair and equitable					

Is guided by codes of professional conduct adopted by their professional organizations					
<u>MIDTERM GOAL(S) PROFESSIONALISM:</u>					
Total Instruction Points					
Total Classroom Environment Points					
Total Professionalism Points					
TOTAL POINTS					

CAEP Standards

<http://caepnet.org/~media/Files/caep/standards/2018-caep-k-6-elementary-teacher-prepara.pdf?la=en>

CEC Standards

Field and Clinical Experience Standard Special education candidates progress through a series of developmentally sequenced field and clinical experiences for the full range of ages, types, and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing.

These field and clinical experiences are supervised by qualified professionals.

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of the academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual.

Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction.

Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Last Updated August, 14, 2020

RIPTS

THE RHODE ISLAND PROFESSIONAL TEACHING STANDARDS (RIPTS)

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.

Teachers...

- Reflect a variety of academic, social, and cultural experiences in their teaching
- 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
- Exhibit a commitment to learning about the changes in their disciplines and in our world that models a commitment to lifelong learning for students
- 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.

Teachers...

- 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
- 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
- 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
- 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
- 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.

Teachers...

- Understand how students use their prior knowledge to construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning
- Design instruction that meets the current cognitive, social, and personal needs of their students
- 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.

Teachers...

- Design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, cultural background, learning disability) in approaches to learning
- 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
- 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
- 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.

Teachers...

- Design lessons that extend beyond factual recall and challenge students to develop higher-level cognitive skills
- Pose questions that encourage students to view, analyze, and interpret ideas from multiple perspectives
- 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
- Engage students in generating knowledge, testing hypotheses, and exploring methods of inquiry and standards of evidence
- 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.

Teachers...

- Use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained
- Establish a safe, secure, and nurturing learning environment that supports the active engagement of all students
- Provide and structure the time necessary to explore important concepts and ideas
- Help students establish a classroom environment characterized by mutual respect and intellectual risk-taking
- Create learning groups in which all students learn to work collaboratively and independently

- 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.

Teachers...

- Work collaboratively with colleagues to examine teacher practice, student work, and student assessment results with the goal of improving instruction and achievement
- Develop relationships with students and their families to support learning
- 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.

Teachers...

- Use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counterexamples) to engage students in learning
- Use a variety of modes of communication (e.g., verbal, visual, kinesthetic) to promote student learning
- Use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom and the school
- Emphasize oral and written communication through the instructional use of discussion, listening and responding to the ideas of others, and group interaction
- 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.

Teachers...

- Select and/or design individual and group classroom assessments based on the strengths, limitations, and data provided by the assessments
- Identify and consider student and contextual variables that may influence performance so that a student's performance can be validly interpreted
- Systematically collect, synthesize, and interpret assessment results from multiple assessments to monitor, improve, and report individual and group achievement
- 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
- Use assessment results to provide students with timely, helpful, and accurate feedback on their progress toward achievement goals
- Maintain records of student learning and communicate student progress to students, parents/ guardians, and other colleagues

- 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.

Teachers...

- Solicit feedback from students, families, and colleagues to reflect on and improve their own teaching
- Explore and evaluate the application of current research, instructional approaches, and strategies, including technologies to improve student learning
- 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
- 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.

Teachers...

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

WIDA Actions

<p>ACTION 1 Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.</p>	<p>ACTION 2 Analyze the academic language demands involved in grade-level teaching and learning.</p>	<p>ACTION 3 Apply the background knowledge of ELLs, including their language proficiency profiles, in planning differentiated language teaching.</p>
<p>ACTION 4 Connect language and content to make learning relevant and meaningful for ELLs.</p>	<p>ACTION 5 Focus on the developmental nature of language learning within grade-level curriculum.</p>	<p>ACTION 6 Reference content standards and language development standards in planning for language learning.</p>
<p>ACTION 7 Design language teaching and learning with attention to the sociocultural context.</p>	<p>ACTION 8 Provide opportunities for all ELLs to engage in higher-order thinking.</p>	<p>ACTION 9 Create language-rich classroom environments with ample time for language practice and use.</p>
<p>ACTION 10 Identify the language needed for functional use in teaching and learning.</p>	<p>ACTION 11 Plan for language teaching and learning around discipline-specific topics.</p>	<p>ACTION 12 Use instructional supports to help scaffold language learning.</p>
<p>ACTION 13 Integrate language domains to provide rich, authentic instruction.</p>	<p>ACTION 14 Coordinate and collaborate in planning for language and content teaching and learning.</p>	<p>ACTION 15 Share responsibility so that all teachers are language teachers and support one another within communities of practice.</p>

ISTE STANDARDS FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

- Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
- Pursue professional interests by creating and actively participating in local and global learning networks.
- Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

- Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
- Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
- Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

- Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
- Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
- Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
- Model and promote management of personal data and digital identity and protect student data privacy.





Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

- a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
- b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
- c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
- d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

- a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
- b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
- c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

- a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
- b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
- c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
- d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

- a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
- b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
- c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

For more information, contact standards@iste.org. ISTE Standards for Educators, ©2017, ISTE® (International Society for Technology in Education), iste.org. All rights reserved.



Personal Leave Request Form

Student Teacher Name: _____

Date(s) of Leave Requested: _____

Reason for Request:

ALL ABSENCES MUST BE MADE UP.

Candidate signature _____ Date: _____

Supervisor signature _____ Date: _____

Clinical educator signature _____ Date: _____

Please deliver to the Placement Office (Harkins 321.)

ST Notebook Checklist

- Y Three lessons and cooperating teacher's observations
- Y Three lessons and supervisor's observations
- Y Journal entries
- Y Videotaped lesson: video and commentary
- Y Five-day instruction and assessment project
(elementary placement)OR
- Y Special education project (special education placement)
- Y Cooperating teacher's final evaluation
- Y Supervisor's final professionalism evaluation

**Providence College Elementary/Special Education Department
Elementary General Education Placement Grading Sheet**

Requirement	Earned Points	Possible Points	Earned/possible points	Percent of total grade	grade
Cooperating Teacher Observation 1		25		7	
Cooperating Teacher Observation 2		25		7	
Cooperating Teacher Observation 3		25		7	
Supervisor Observation 1		25		7	
Supervisor Observation 2		25		7	
Supervisor Observation 3		25		7	
Journal		20		5	
Videotaped Lesson		100		8	
Five Day Instruction and Assessment Project		100		20	
Cooperating Teacher Final Evaluation		125		20	
Supervisor Professionalism Evaluation		51		5	
Final Grade		571		100	

A= 93 – 100 B= 83-87 B- =80-82 C =73-79 C- = 70-72 D=60-69

Providence College Elementary/Special Education Department

Special Education Placement Grading Sheet

Requirement	Earned Points	Possible Points	Earned/ possible points	Percent of total grade	grade
Cooperating Teacher Observation 1		25		7	
Cooperating Teacher Observation 2		25		7	
Cooperating Teacher Observation 3		25		7	
Supervisor Observation 1		25		7	
Supervisor Observation 2		25		7	
Supervisor Observation 3		25		7	
Journal		20		5	
Videotaped Lesson		100		8	
Special Education Project		150		20	
Cooperating Teacher Final Evaluation		125		20	
Supervisor Professionalism Evaluation		51		5	
Final Grade		621		100	

A= 93 – 100 B= 83-87 B- =80-82 C =73-79 C- = 70-72 D=60-69

The Danielson Group – Smart Card



SMART CARD THE FRAMEWORK FOR TEACHING



THE FRAMEWORK GIVES VOICE TO WHAT ALL EDUCATORS KNOW: THAT TEACHING IS VERY COMPLEX WORK. IT'S A THINKING PERSON'S JOB."

Charlotte Danielson

COMMON THEMES

- Equity
- High Expectations
- Cultural Competence
- Meeting the Needs of All Learners
- Student Assumption of Responsibility

www.danielsongroup.org

@danielson_group

Rhode Island Schools 2021-2022 School Calendar

Rhode Island Schools RIDE 2021/22 School Calendar

August 2021							September 2021							October 2021							November 2021						
Mo	Tu	We	Th	Fr	Days	Mo	Tu	We	Th	Fr	Days	Mo	Tu	We	Th	Fr	Days	Mo	Tu	We	Th	Fr	Days				
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December 2021							January 2022							February 2022							March 2022						
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April 2022							May 2022							June 2022													
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Key:
X No School
PD Professional Development
Religious Holidays

Holidays and Vacations 2021/22

1st Day of School (LEA Decision) September 1 – 2 – State-wide PD Days 6 – Labor Day (No School) 7-8- Rosh Hashanah 16 – Yom Kippur	November 11 – Veterans’ Day (No School) 24 – 26 – Thanksgiving Recess (No School)	February 21-25 – Winter Recess (No School)	May 3 – Eid al-Fitr 11 – State-wide PD Day 30 – Memorial Day (No School)
October 11 – Columbus Day (No School)	December 23-31 – Holiday Recess (No School)	March 14 – State-wide PD Day	June Graduation – After 170 th Day (LEA Decision) 180 th day of learning – Schools Close (LEA Decision)
	January 17 – Martin Luther King Day (No School)	April 15 – Good Friday 18 – 22 – Spring Recess (No School)	

Massachusetts Schools 2021-2022 School Calendar

Attleboro Public Schools



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North Attleboro Public Schools



North Attleborough Public Schools School Calendar 2021-2022



District Notes:						
H – Holiday						
TR – Teachers Return August						
SR – Students Return August						
PD – Professional Development Day						
* – Half Day						
Last day of School – June						
Half Day & Report Cards Issued						
Snow Days (if necessary) June 20-24						

AUGUST '21						
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Early Learning Center:

September 2 – Open House
September 7 – Classes begin ELC
November 28 – No School – Parent Conferences
January 25 – Semester 1 Ends
February 2 – ELC Report Cards Issued
May 5 – ELC Parent Conferences Day & Evening

Kindergarten-Grade 5

August 31 – Classes Begin
September 14 – Falls School Open House
September 14 – Roosevelt School Open House
September 16 – Armet School Open House
September 21 – Martin School K-5 Open House
September 22 – Martin School 3-5 Open House
September 23 – Community School Open House
November 18 – Parent Conferences Day & Evening
Half Day: Grades K-5
November 19 – Parent Conferences Day Only
Half Day: Grades K-5
December 1 – Trimester 1 Ends
December 8 – Elementary (K-5) Report Cards Issued
March 15 – Trimester 2 Ends
March 22 – Elementary (K-5) Report Cards Issued
March 24 & 25 – Parent Conferences Day Only
Half Day: Grades K-5
May 27 – No School Kindergarten
(Parent Conferences) Day Only

Middle School:

August 31 – Classes Begin
September 16 – Open House
November 5 – First Quarter Ends
November 12 – Report Cards Issued
November 16 – Parent Conferences Day & Evening
10:15 a.m. dismissal
January 21 – Second Quarter Ends
January 28 – Report Cards Issued
February 3 – Parent Conferences Day Only
10:15 a.m. dismissal
April 1 – Third Quarter Ends
April 8 – Report Cards Issued

High School:

August 31 – Classes Begin
September 23 – Open House
November 5 – First Quarter Ends
November 12 – Report Cards Issued
November 17 – Parent Conferences Day & Evening
10:15 a.m. dismissal
January 21 – Second Quarter Ends
January 28 – Report Cards Issued
February 2 – Parent Conferences Day Only
10:15 a.m. dismissal
April 1 – Third Quarter Ends
April 8 – Report Cards Issued
June 1 – Seniors Last Day of Classes
June 3 – High School Graduation

JANUARY '22						
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Seekonk Public Schools

SEEKONK PUBLIC SCHOOLS | 2021-2022 CALENDAR

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