PROVIDENCE COLLEGE
ELEMENTARY/SPECIAL EDUCATION DEPARTMENT

Student Teaching Handbook

Policies & Procedures

*A guide for student teachers,
cooperating teachers, college
supervisors, and school
administrators*

2013

Table of Contents

Providence College
Elementary/Special Education Department

Introduction

The Providence College Elementary/Special Education Program is designed to prepare teachers who are able to teach all children. To achieve this goal, our program is constructed in accordance with the Rhode Island Professional Teacher Standards (RIPTS), the mission statement of the Providence College Education Programs, and the mission statement of Providence College.

Mission Statement

The Department of Elementary/Special Education of Providence College is committed to academic excellence and the lifelong pursuit of knowledge which flows from inquiry and human experience.

We believe that this is accomplished by prompting intellectual, spiritual, and ethical values within the context of the Judeo-Christian tradition. Within a liberal arts framework we seek to instill the positive attitudes, content knowledge, and pedagogical skills which will enable our students to be reflective, creative, and flexible.

Through a variety of educational experiences our students will create quality learning environments, be responsive to individual differences, and participate as collaborative members of their local and global communities.

The Student Teaching Experience

Student teaching is the culminating experience for students in the Elementary/Special Education major at Providence College. It provides the opportunity for students to synthesize and apply the theories and methods they have studied during their college experience, while under guidance of more experienced colleagues. The Department of Elementary/Special Education has prepared this handbook as a reference for student teachers, cooperating teachers, and college supervisors so that each may understand their various roles and responsibilities during this crucial period in our students' professional development.

Providence College
Elementary/Special Education Department

The Placement Process

Faculty members work closely with students who have been accepted for student teaching during the placement process. Whenever possible, the skills, interests, and personalities of the cooperating teacher and student teacher are matched to facilitate the greatest possible professional growth.

The following procedure is used for placement of Providence College student teachers:

1) Students apply for student teaching during the spring semester of their junior year. When applying, students may indicate grade and setting preferences. Attempts are made to honor placement requests whenever possible.

2) The student teaching coordinator and department faculty determine placements. The coordinator formally places requests with district administrators who confirm each placement.

3) Once students successfully complete the requirements for the Readiness to Student Teach assessment point, students are notified of placements. This usually occurs during the fall semester of senior year.

4) Students are required to attend scheduled meeting(s) to discuss student teaching requirements and expectations.

5) Student teachers contact cooperating teachers to arrange visits to the classrooms.

6) During the first two weeks of student teaching, the student teacher, cooperating teacher, and college faculty meet to:

- Discuss and clarify the Student Teaching Handbook as necessary.

- Determine a schedule for the student teaching experience.

- Agree upon supervision procedures, with the college supervisor making no less than three formal observations in the classroom.

- Clarify the evaluation procedure which includes the cooperating teacher, the college supervisor, and the student teacher using the evaluation forms included in this handbook.

- Address any other issues or concerns.

**Providence College
Elementary/Special Education Department**

Code of Ethics

To develop and sustain an appropriate degree of professionalism, the student teacher should:

- Treat each student as an individual by addressing individual abilities, interests, and needs.

- Be impartial and fair to all students.

- Demonstrate enthusiasm for learning and teaching.

- Maintain dignity and promote mutual respect.

- Be courteous toward and understanding of all students, staff members, family and community members.

- Set an example for students…physically, intellectually, emotionally, and ethically.

- Maintain professional confidentiality.

- Refrain from imposing personal religious, political, cultural, and moral views upon students, and exhibit a broad-minded, tolerant attitude toward other groups and individuals.

- Consider her/himself a member of the community in which he/she is teaching.

*Developed by Trinity College of Vermont

Student Teaching Policies

Students must have:
- Satisfactorily completed departmental requirements as noted on the Readiness for Student Teaching Form
- A R.I. State Department of Education Student Teaching Certificate to take to the student teaching site(s)

It is required that student teachers contact both cooperating teachers to arrange a classroom visitation prior to the student teaching semester.

Students are strongly encouraged not to hold part-time jobs or enroll in more than one three-credit course during student teaching.

Department of Elementary/Special Education Student Teaching Policies

Attendance:
Student teachers follow the calendar of their assigned district and school.

Absences: All absences must be made up. If you are absent for any part of a half day you make up a half day. If you are absent for more than half a day you make up the whole day.
In case of illness students must:
- Call his/her cooperating teacher before school begins.
- Notify the principal's office the morning of the absence.
- Notify the Providence College education office at 401-865-2121 between 8:00a.m. and 8:30a.m. on the morning of the absence.
- Notify the college supervisor at home.

In case of personal leave (participation in athletic events, family obligations, etc.), students must complete a Personal Leave Form and have it signed by both the college supervisor and the cooperating teacher at least one week in advance of the anticipated absence. The form should be brought to the Education Office to place in your file.

Transportation:
Transportation from college or home to the designated school is the student's responsibility. In placing student teachers, the department tries to avail itself of outstanding teachers in many subjects and grade levels. To achieve this goal, it is often necessary to assign students to schools at some distance from the college. In some cases, students will need to consider ride sharing or public transportation.

Forms:
All forms and rubrics for student teachers are located in template format on SAKAI: Student Teachers-Elementary/Special Education in either Elementary Assignments or Special Education Assignments.

Rubrics:
Please include copies of all rubrics in the front of your portfolio.

Providence College
Elementary/Special Education Department

Student Teacher Guidelines

The student teaching experience is an opportunity for the student to demonstrate and strengthen professional competence. To maximize the effectiveness of the experience, the student teacher should:

- Become familiar with the philosophy and policies of the local school system and obtain a building handbook if one is available.

- Learn procedures for fire or emergency drills.

- Allow time for thorough class preparation and evaluation.

- Become familiar with students as individual members of the classroom community.

- Arrange a regularly scheduled (daily and weekly) conference time with the cooperating teacher to discuss and plan schedules, hours of teaching, classroom organization, and class and school responsibilities.

- Become aware of the approaches and materials generally used in the classroom.

- Learn where supplies are stored and the procedure for obtaining and using visual aid equipment and technology.

- Perform such tasks as necessary for the proper functioning of the classroom, i.e. take attendance, collect lunch money, etc.

- Attend faculty meetings, in-service programs, workshops, and parent/family conferences.

- Learn about facilities and resources available in the school and community as they relate to the student teaching assignment.

- Attend all scheduled seminars and student teaching related events conducted by the college during the student teaching experience.

- Maintain a file containing all ideas and materials related to student teaching tasks and assignments.

- Create one student teaching notebook for each placement.

- Engage in frequent reflection and self-evaluation.

- Demonstrate knowledge, initiative, and enthusiasm necessary for the teaching assignment.

- Seek out and review feedback from the cooperating teacher and supervisor.

- Meet with cooperating teacher at mid-term to develop goals for the last half of student teaching.

- Meet with the cooperating teacher and college supervisor during the final week of student teaching experience to complete a formal evaluation of the student teaching experience.

Providence College
Elementary/Special Education Department
Cooperating Teacher Guidelines

The cooperating teacher has the primary responsibility for the off-campus professional development of the student teacher. While this responsibility is partially shared with the college supervisor, the cooperating teacher's influence is extremely important because of the daily contact with the student teacher. The cooperating teacher's educational philosophy, professional ethics, attitude toward student teachers, and teaching practices have a profound impact on the student teacher. The cooperating teacher:

- Encourages practice consistent with the RIPTS.

- Provides an orientation for the student teacher to the classroom and the school.

- 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, to work, and to organize.

- Makes expectations known to the student teacher during early conferences.

- Provides appropriate curriculum materials for the student teacher.

- Introduces the student teacher to classroom routines, instructional procedures, classroom records, and record-keeping techniques.

- Orients the student teacher to the procedure for requesting supplies and equipment.

- Identifies areas of responsibility for the student teacher.

- 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 teaching with developing student teaching performance assessments (e.g. Long Term Planning, Week in the Life, Education Report).

- 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 three formal observations of teaching.

- Remains open to innovative, creative instructional ideas which have been carefully planned.

- Allows the student teacher to deal with problems which arise.

- Assists the student teacher in building a professional library and file.

- 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 and participates in mid-term and final evaluation conferences.

Providence College
Elementary/Special Education Department

College Supervisor Guidelines

Each student teacher is assigned a college field supervisor. Each college supervisor is a representative of Providence College who coordinates the student teaching experience. Through observations and conferences, the supervisor helps provide a framework in which the student can work effectively. Supervisors do not seek to shield the student teacher from problems, but assists the student teacher in developing ways to cope with them. If a cooperating teacher or student teacher identifies a problem needing further exploration, it should be brought to the attention of the supervisor who will work with the student teacher and cooperating teacher to address the problem. The college supervisor:

- Interprets the college student teaching program, college policies, and requirements for the cooperating teacher.

- Assists the student teacher in planning and implementing student teaching responsibilities.

- Assists in the development of a relaxed rapport between the student teacher and cooperating teacher.

- Reads and responds to two journal entries per week.

- Makes a minimum of three formal observations in the classroom to observe the student teacher and to provide a written evaluation for each observation.

- Confers with the cooperating teacher concerning the student teacher's consistent progress.

- Confers with the student teacher regarding problems, progress, and success.

- Encourages the use of a wide range of instructional materials and techniques through creative and experimental approaches.

- Reviews mid-term goals established by student teacher and cooperating teacher.

- Encourages the student teacher to use college, community, and personally developed resources.

- Completes a brief written evaluation for each observation of the student teacher and distributes copies to the student and the cooperating teacher.

- Grades written assignments based on requirements and rubrics; submits completed rubrics with final grade sheet.

- Participates in a final evaluation conference with cooperating teacher and student.

- Assigns the final letter grade.

Providence College
Elementary/Special Education Department

Schedule

During the student teaching experience, the student teacher moves through a process of increasing responsibility. The following chart describes the phases of student teaching, and should be used by the student teacher, the cooperating teacher, and the college supervisor to design a student teaching schedule that meets the needs of all parties. It should be emphasized that the time periods suggested in the chart are to serve as GUIDES, and the times for each phase may be extended or decreased depending upon the individual needs of the particular student teacher.

Phase 1: Observation/Participation			
Student Teacher Responsibilities	**Cooperating Teacher Responsibilities**	**Time**	**Assignments**
▪ Observe the cooperating teacher working with the whole class, small groups, and individual students. ▪ Learn student names. ▪ Work with the cooperating teacher and the college supervisor to develop a schedule for the assumption of responsibilities. ▪ Review recording and reporting systems. ▪ Learn resources in building and community. ▪ Assume teacher-assigned responsibilities. ▪ Actively assist the cooperating teacher. ▪ Become familiar with special needs of students, including review of IEPs, PLPs, and other relevant documents. ▪ Determine the technology available in the school (people, hardware, software, policies)	▪ Explain policies and procedures. ▪ Assign activities to meaningfully involve the student teacher. ▪ Assign a professional workplace for the student teacher that is clearly his/hers. ▪ Develop a schedule with the student teacher and the college supervisor for the assumption of responsibilities. ▪ Assure that the students see you and the student teacher working together. ▪ Help student teacher identify students with whom to work for their required projects. ▪ Explain family involvement in classroom and school activities. Assist student teacher, if necessary, with process for contacting families/parents. ▪ Help the student teacher assess the availability of technology for instruction.	APPROXIMATELY 1 WEEK	**All** ▪ Attend seminar on student teaching requirements. ▪ Begin making journal entries 2 times per week. ▪ Begin gathering information for School Description. ▪ Assess technology in the classroom/building **Special Education Placement:** ▪ Identify student(s) who will be the case study for the Week in the Life Project and the Education Report. ▪ Contact student's family to request permission. **General Education Placement:** ▪ Gather information about what students are learning to inform instructional focus of long term planning project. ▪ Begin knowledge of learner chart.

Phase 2: Transition I

Student Teacher Responsibilities	Cooperating Teacher Responsibilities	Time	Assignments
▪ 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 student teaching.	▪ 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. ▪ Provide support to student teacher as s/he plans Week in the Life, Long-term Planning and Education Report Projects. ▪ Act as a co-teacher for some of the instruction.	APPROXIMATELY 2 - 3 WEEKS	• Attend small group seminars. Topics during weeks 2-3 will include a discussion of the School Description. ▪ Journal entries 2 times per week. ▪ Submit Draft of School Description. **Special Education Placement:** _Week in the Life_ ▪ Review student's IEP ▪ Develop plan with cooperating teacher and college supervisor for observations and interviews based on student's schedule and IEP. _Education Report_ ▪ Develop assessment plan based on student's profile: review information, observe and interview- determine tests that are necessary. ▪ Begin collecting progress monitoring data in area of need- this should be on-going throughout the placement. **General Education Placement:** _Long Term Planning Project_ ▪ Identify instructional focus of project. ▪ Develop draft of instructional framework. ▪ Address appropriate elements of commentary.

Phase 3: Instruction

Student Teacher Responsibilities	Cooperating Teacher Responsibilities	Time	Assignments
	- Review and provide feedback on daily plans. - Continue to provide daily feedback on instruction. - Involve the student teacher in as much student evaluation as possible.	AT LEAST 3 WEEKS	**All** - Attend small group seminars. - Journal entries 2 times per week. - Attend PC student teacher workshop day - Complete mid-term Self-Assessment, 1/28/11 or 4/1/11, and establish goals. **Special Education Placement:** - Complete Week in the Life Interviews and Observations. This should be done over the course of one week during week 3, 4 or 5 of placement. - Collect student work samples. - Begin description and reflective analysis. - Assess Education Report student. - Begin writing education report. **General Education Placement:** - Plan and implement individual lessons - Collect assessment information at the conclusion of each lesson. - Revise and then implement subsequent lesson in project. - Continue to develop project commentary.

Phase 4: Transition II

Student Teacher Responsibilities	Cooperating Teacher Responsibilities	Time	Assignments
- Begin to return classes/groups to the cooperating teacher. - Engage in team planning/team teaching. - Observe in other classrooms if time permits.	- Begin to take classes/groups back to assure a smooth transition for students. - Continue to provide formal and informal feedback.	APPROXIMATELY 1 WEEK	**All** - Attend small group seminars. - Journal entries 2 times per week. - Finalize the School Description. - Begin preparing the Student Teaching Notebook. **Special Education Placement:** - Complete Week in the Life project and Education Report. **General Education Placement:** - Finalize lessons and framework revisions. - Complete commentary.

<div align="center">

Providence College
Elementary/Special Education Department

Observations of My Teaching

</div>

Purpose:
Classroom observation provides an opportunity to show how you are able to integrate your plans, your knowledge of content, and your knowledge of the learners in actual instruction. The observations by your college supervisor as well as your cooperating teacher provide further documentation of what you are able to do as a teacher.

RIPTS Connection:
2, 4, 5, 6, 9, 11

Process:
A minimum of four classroom observations (two by the college supervisor and two by your cooperating teacher) should be documented for this entry. The observer will focus on these areas in the observation:
- Preparation
- Grouping Arrangements
- Interaction
- Quality of Instruction
- Assessments

Respond to supervisor's comments and observations as you reflect on your own teaching in that particular lesson.

Products:
Prepare a copy of the lesson plan, the observer's summary, and your analysis of the summary. The documentation should be included for the four observations. Specifically, your entry should include:
- Your lesson plan
- Supervisor/Cooperating Teacher's observation
- Your reflection on the lesson and on the observations made by the college supervisor or the cooperating teacher

Attach your supervisor's or cooperating teacher's comments and your reaction to the comments to each lesson plan. Place the entries into your portfolio.

Assessment:
The supervisor or cooperating teacher will assess the lesson observed using the Lesson Observation Form.

Providence College
Elementary/Special Education Lesson Plan Form

Name: _____ **Grade:** _____ **Date:** _____

Discipline Area:

Common Core or National Standard:

Strategy/Skill Focus OR Specific IEP objective you will be addressing:

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

Instructional Materials: What materials, texts, manipulatives, visuals, etc., will you need for this lesson? What technological resources (if any) will you need?

Instructional Sequence: What activities will your students do and how are they connected to the objectives?

Instructional Sequence Rationale

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of the lesson?

Learner Factors: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter and student experiences, and/or include provisions for students with particular learning differences and needs?

Environmental Factors/Student Organization: What student grouping will be used? What changes will you need to make in the classroom due to instruction, materials, safety, etc., if any?

Pre-Service Teacher(s)_____

Cooperating Teacher _____

Date_____ _____**Time**_____ **Duration of Lesson**__ _____

School_____

Grade_____**# of students**_____

Observed by_____

Rating scale: 3 = Proficient; 2 = Nearing Proficiency; 1 = Struggling

Planning and preparation (May include: lesson plan, consideration of students' interests, needs and levels, materials, organization, appropriateness of objectives, assessments, etc.)

Rating _____

Classroom Instruction (May include: content knowledge, questioning, differentiation, communication, and student engagement, etc.)

Rating _____

17

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

Rating _____

Assessments (May include: connection to stated objectives, documentation of student learning, adapting instruction, use of assessment information to make teaching decisions, etc.)

Rating _____

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

Rating _____

Providence College
Elementary/Special Education Department
Videotaped Lesson

It is not required that you videotape a lesson, however, the Elementary/Special Education faculty do recommend that you videotape a lesson as part of your own professional development and self-reflection on your teaching performance. This lesson can be part of any other assignment or a separate project.

Purpose: While preparation is very important, the critical work of teaching occurs when plans are implemented. Evidence of your ability to teach with respect to the standards includes actual instruction. Through commentary, videotape, and samples of student work from at least one lesson, you will have an opportunity to show how you interact with students in your classroom and how you reflect on and learn from your own teaching. For this entry in your portfolio you will provide a more detailed analysis of a lesson to allow for an in-depth look at your teaching. The use of videotape provides you with an opportunity to review your own teaching, reflect on what you see, and note areas for possible change.

Process: Be sure to review school policy regarding video-taping and make arrangements as necessary. Equipment is available through Academic Media Services if needed. You must reserve equipment ahead of time. Begin by selecting lesson(s) you want to include in your portfolio. You may also choose to have your cooperating teacher and/or your college supervisor observe this lesson(s) and write comments about it. Identify a total of 20-30 minutes of videotape from the lesson for inclusion. This can either be one continuous segment or two or three distinct segments. The segment(s) you select should illustrate the nature of discourse in your classroom and the environment you have established for learning. As you select segments to include in your portfolio, try to select videotape that will capture the following aspects of your instruction:
• The introduction and development of an idea or concept
• Small group instruction
• Students engaged in critical thinking and problem- solving based discussion
• The classroom environment

If you choose to have someone observe the classroom, you may want him or her to focus the observation on these aspects of your instruction.
Video Selection Reminders: The value of the videotape is dependent upon your ability to capture students and their voices in your classroom. As you review the tapes 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 videotape illustrate the classroom environment?

Products: Your entry for this project should include:
• A lesson plan using department's format
• Videotaped segments from the lesson
• A commentary in which you provide a detailed description of the lesson, and a reflection on your teaching based on your observations, student work, and a review of the videotape
• Include in your commentary a listing of the professional teacher standards your lesson addressed and your rationale for how your lesson addressed these standards

Providence College
Elementary/Special Education Department
Journal

Purpose:

A good teacher is a reflective teacher. The journal provides a tool for thinking and helps prospective teachers to develop the skill of reflection. More importantly, the journal encourages student teachers to think deeply about their practice, make connections to theory, and think about everyday activities of teachers. The journal provides a forum where the student teacher can question the status quo of teaching and develop his/her own philosophies of education.

It's not about the what, it's about the why.

The National Board for Professional Teaching Standards (NBPTS) distinguishes between analysis and reflection in its description of various types of writing. According to NBPTS, analysis relies mostly on concrete information while reflection contains a component of self-analysis or "retrospective consideration of one's practice." The purpose of the Journal in student teaching is to provide a forum for reflection, an exploration of why things happened the way they did.

RIPTS Connection(s):

1.3, 2.6, 5.3, 7.4, 9.3, 9.4, 9.5, 10.1, 10.2, 11.4, 11.5

Description of Assignment:

Journal entries must be completed two times per week. The College Supervisor will read the journal entries on a weekly basis. Many supervisors will use Sakai for the journal while other supervisors may choose another format. Sometimes you will be able to respond on topics of your choice. However, on five occasions during each eight week student teaching placement you must respond to one of the prompts below.

- Do families feel welcome in your school? In what way?
- In what area of teaching could you do better?
- What would you have changed in a recent lesson or student interaction?
- What part of the day made you feel proud?
- What event during the day made you feel uncomfortable?
- How do you help improve the climate of your classroom/school?
- How does this school compare to your own elementary school?
- Describe a school support person (janitor, secretary, speech therapist, nurse, teacher assistant, etc.) in your building who is making a difference. How does this person make a difference?
- With whom do you collaborate on a daily or weekly basis – general education teachers, teacher assistants, librarians?

- How is the discipline policy implemented on a daily basis?

- What do your students do after school? Is there an after-school program in your building?

- Do you believe recess in your school is beneficial for students?

- In what ways does your school attempt to reduce bullying?

- How does your school convey a sense of high expectations for all students?

Product(s):

Written journal entries submitted two times per week.

Evaluative Criteria:

Rubric

Providence College
Elementary/Special Education Department

Journal Rubric

	Distinguished 20 Pts.	Proficient 20-17 Pts.	Emerging 16 Pts.	Unacceptable Less than 16 Pts.
Content	▪ Consistently exceeds expectations in all areas.	▪ Presents a highly thoughtful and considerate response or reflection. ▪ Integrates theories with the practice of teaching. ▪ Offers a complete in-depth rationale which extends beyond concrete information.	▪ Entry/response shows some insight, but mostly includes description and personal judgment. ▪ Attempts to provide some rationale or explanation but does so at a superficial level.	▪ Entry/response shows very little insight; instead, describes events. ▪ Provides little or no rationale or explanation and reflects a very superficial response.
Quality of Writing	▪ Consistently exceeds expectations in all areas.	▪ Highly cohesive and very well organized. ▪ Ideas are clearly articulated. ▪ Few mechanical or typographical errors that do not impact flow of writing.	▪ Inconsistent cohesion and/or organization. ▪ Ideas are not always clearly expressed. ▪ Includes several mechanical errors.	▪ Little cohesion and organization. ▪ Ideas are not expressed clearly. ▪ Includes many mechanical errors.

Providence College
Elementary/Special Education Department

School Description

Purpose:

Student teachers need to know and understand the schools and communities where they teach. This begins with an examination of demographic information, official reports, and test scores. Student teachers should then explore the communities within and around the school. Writing a school description encourages you to be familiar with your school and its community.

RIPTS Connection(s):

7.1, 7.2, 7.4, 10.1, 11.2, 11.3, 11.4

Description of Assignment:

The school description will be a typed paper that will be submitted to the College Supervisor during the second week of student teaching. The school description will be discussed at small group seminar. The initial version of the school description should be considered a draft which you will expand and revise throughout the 8-week placement a student teacher. A revised final version of the school description will be included in the Student Teaching Notebook.

The school description should be a commentary describing and connecting characteristics of the school, community, students, and classes and considering implications for curriculum and student learning. Begin with demographic information, facts from official reports, and test scores. In addition to background and factual information, include responses to at least eight of the following prompts in your narrative (choose two from each category):

Personnel:

- Identify 3 members of the school community who have worked at the school the longest. Identify 3 members of the school community who are newest to the school. (The school community includes everyone: teachers, teaching assistants, administrators, secretaries, custodians, cafeteria workers, etc.).
- Who are the union representatives? Does everyone have to belong to a union? What is the status of the school contract?
- What is expected of school faculty? What are their professional responsibilities?
- How long has the principal been at the school? What did she/he do prior to becoming principal?

Demographics/Community:

- Walk around the neighborhood. Describe what you see and how it feels.
- How does free lunch work? Who gets free lunch? How do the cafeteria workers know who gets free lunch?
- How many languages are spoken by students? Which languages are notices translated into?

Resources:

- What is available in the vending machine?
- Is the nurse there all day? Does he/she serve at other schools?
- Is there an after school or before school program?
- How many books are in the library? Is the library open after school or during the summer?
- What is the library budget?
- How many computers are in the school? Do students have regular access to computers? Do students have access to the internet? What assistance is available to teachers when working with computers and other technology in their classrooms, the library, or computer lab?

Physical Description/School Climate:

- What time do people arrive and leave?
- Do people socialize? For example, how many teachers eat lunch in the lounge?
- Are birthdays and holidays observed?
- What contingencies are in place for students who do not celebrate birthdays or holidays?
- Is there a hierarchy to parking?
- Does the school have grade level meetings? If so, who attends and what happens in those meetings?
- How many family members come to meetings of the parent-teacher organization?
- What hours are teachers available for conferences with families?
- Can neighborhood or community agencies use the school building?

Product(s):

School Description

Evaluative Criteria:

Rubric

Providence College
Elementary/Special Education Department

Rubric for School Description

	Distinguished 20 Pts.	Proficient 20-17 Pts.	Emerging 16 Pts.	Unacceptable Less than 16 pts.
Content	▪ Consistently exceeds expectations in all areas.	▪ Presents a detailed, thoughtful, comprehensive analysis that connects contextual variables of the school, classroom, and community to implications for curriculum and student learning.	▪ Presents an incomplete analysis of the contextual variables of the school, classroom, and community.	▪ Shows little or no analysis of the contextual variables of the school, classroom, and community.
Quality of Writing	▪ Consistently exceeds expectations in all areas.	▪ Is highly cohesive and very well organized. ▪ Ideas are clearly expressed. ▪ Includes few minor mechanical errors.	▪ Shows some cohesion and organization. ▪ Ideas are not always clearly expressed. ▪ Includes several mechanical errors.	▪ Shows little cohesion and organization. ▪ Shows little clarity of expression. ▪ Includes many mechanical errors.

Providence College
Elementary/Special Education Department

Use of Technology

Purpose:

Technology is defined as any device(s) that goes beyond the rudimentary/ordinary classroom equipment and supplies. (e.g., textbook, chalk, desks, overhead projector and the like.)

RIPTS Connection(s):

2.4, 8.3, 10.3

This includes but is not limited to:

1. Computer-based resources such as software and hardware and associated informational retrieval, communication, and analysis tools.

2. Visual and auditory enhancements such as non-commercial videotapes, student/teacher generated photographs, and individualized auditory tapes.

3. Subject specific visual display devices such as data collection probes.

4. Assistive technology devices.

Knowing what technologies are available and developing a knowledge base and comfort level with using them in the classroom are key skills for prospective teachers. It is important that all prospective teachers can identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity. Further, they will design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students.

Student teachers will develop an understanding of the role of technology in education and learn how to use technology as an instructional, evaluative, communicative, motivational, and management/administrative tool. Student teachers will incorporate appropriate technological resources to support student exploration of the disciplines and explore new instructional approaches and strategies, including technological, in the classroom. Finally, student teachers will use technological advances in communication, including electronic means of collecting and sharing information, to enrich discourse in the classroom.

Description of Assignment:

Student teachers will incorporate instructional and/or assistive technology in at least one of their lessons. Effective technology use includes technology as a cognitive tool, a communication tool, a management tool, an evaluation tool, a motivation tool and/or an assistive tool.

Technology Uses	Examples of Tools
Technology as a cognitive tool to help students understand concepts and solve problems.	Content-specific software, Exploratory Websites, Science Probes
Technology as a communication tool to foster discourse and collaboration among educators, students, parents, and the community.	Presentation software, Discussion Boards, Blogs
Technology as a management tool to increase efficiency for teachers and students.	Grade book software, Excel, Database software
Technology as an evaluation tool to help teachers reflect on instruction and provide feedback on student learning.	AIMSweb, Products developed using particular software (PowerPoint poster, slide show, Publisher brochure)
Technology as a motivational tool to encourage and engage students in learning.	Educational software to practice skills, Internet to research
Technology as an assistive tool to improve students' with disabilities access to education.	Word prediction software, Boardmaker, Alphasmart, Franklin Speller

Product(s):

- Lesson plan in which technology is used
- Rationale within lesson plan or as separate document addressing how and why the technology was selected and used in the classroom.
- Reflection addressing effectiveness of instructional technology use, impact on student learning and recommendations for future planning related to use of instructional technology.

Evaluative Criteria: Rubric

Providence College
Elementary/Special Education Department
Use of Technology Rubric

	Distinguished +1 Pts.	Proficient 10-9 Pts.	Emerging 8 Pts.	Unacceptable Less than 8 Pts.
Rationale **10 Pts.**		▪ Provide a well-written rationale for using technology for three of the six possible uses. ▪ Rationale clearly states the reason for using technology for the purposes outlined above and also clearly states the benefits of using such technologies.	▪ Rationale addresses two of the six possible uses of technology. ▪ Rationale addresses the benefits of the technology, but does not explain the reason for using it over another method/format.	▪ Rationale addresses only one of the six possible uses of technology, and/or includes writing errors. ▪ Rationale does not address the benefits of this technology nor the reason for using it over another method/format.
Planning **10 Pts.**		▪ Provides a well-written lesson plan that accounts for both the learning strategies and management of learning environment experiences that are supported by appropriate technological resources.	▪ Lesson plan does not describe technology fully integrated with learning strategies, or does not include specific management of learning environment experiences.	▪ Lesson plan includes the presence of technology only superficially. Technology is not integrated with learning strategies and management of learning environment experiences.
Implemen-tation **10 Pts.**		▪ Provides a well-written lesson plan that includes methods and strategies that address content and technology skills. ▪ Students learn content through technology and technology through instructional activity.	▪ Lesson plan includes methods and strategies that address only content or technology skills.	▪ Lesson plan involves technology, but does not include methods and strategies that address content and technology skills.
Reflection **10 Pts.**		▪ Provides a well-written reflection and analysis that addresses the effectiveness of instructional technology use, impact on student learning, and recommendations for future planning related to use of instructional technology.	▪ Reflection only addresses one or two of the following: effectiveness of instructional technology use, impact on student learning, and recommendations for future planning related to use of instructional technology. ▪ Analysis and self-reflection could be stronger.	▪ Reflection reads as a summary of events without analysis, and/or includes writing errors.

Providence College
Elementary/Special Education Department

Long Term Planning Project

Purpose:

The purpose of this assignment is to encourage student teachers to carefully consider day-to-day instructional decisions by using what they know about their students to plan effective instruction. Student teachers will choose a strategy, concept, or topic to teach over the course of 5 connected lessons. Lessons will reflect the meaningful integration of interdisciplinary learning as well as links to the real world(s) of learners and will include a means of assessing student knowledge and understanding. At the end of each lesson, student teachers will evaluate the effectiveness of their instruction and will consider what their students have learned as they develop the next stage of instruction. The planning of each new lesson will be influenced by what has been learned from the completed lesson(s).

Rhode Island Professional Teacher Standards addressed through this project:

1, 2, 4, 5, 6, 7, 8, 9, 11

Student teachers will complete this assignment in four stages:

- The first stage will require you to gather information about the learners in your classroom. This stage actually begins on your first day in the classroom and is something you should be doing for all of your teaching. For this project, you will note your growing understanding of students on the knowledge of learners chart. Your notes should address the knowledge you have about cognitive, metacognitive, social and emotional strengths and needs of each student.

- The second stage will be the development of a draft instructional framework which will outline 5 days of instruction. Begin with an overall planning outline that includes topics, goals, standards, and assessment plan. Each lesson outlined in the framework will build on the previous lesson. As you consider what you will teach and how you will teach it, you are required to plan instruction that extends students' thinking beyond factual recall and challenges them to develop higher level cognitive skills and strategies. Please use the framework design format.

- During the third stage you and your supervisor will be responsible for scheduling a written observation of one (or more) project lesson. Your cooperating teacher must complete a written observation of a lesson which is adjacent (before or after) your supervisor's lesson. Therefore, you must make arrangements in advance with your supervisor and cooperating teacher to accomplish this task.

- The fourth stage will involve revisions you will make to your draft instructional framework as you learn more about your students' knowledge and proficiencies. At the conclusion of each lesson, you will gather information about student learning and will revise your instructional plans for the following lesson. As you consider how instruction should be modified, you will record changes on the original framework and provide a rationale for revisions.

- As you transform your draft planning into instructional plans, you will create detailed lesson plans for each of the five days of instruction. However, each lesson plan cannot be developed until the previous lesson has been taught and you have analyzed your own teaching and students' performance from that lesson. In addition to detailing the content and structure of your instruction, your lesson plans must explain where, how and why you are differentiating and modifying instruction to address students' strengths and needs. Examples of factors that can be considered include grouping decisions (who works well together and why), your presentation of oral and written directions, changes or additions you will make to assist your special education students, your English language learners, and students with PLPs. Assessment of student learning within each lesson should be explained.

- The final stage will require you to create a commentary which will provide detailed explanations of how and why instructional decisions were made. In addition, the commentary will address how you prepared for project development, how learning in the project was connected to other disciplines, how you modified or differentiated learning for specific students, and how assessment was designed, implemented and analyzed. In addition, you will provide reflections on each lesson plan that will consider the effectiveness of your planning and implementation. The commentary should be developed over the course of project planning and implementation.

PRODUCT GUIDELINES

Products:

- Project Cover Sheet: draft with supervisor comments; final version
- Original instructional framework (format included)
- Revisions to original instructional framework
- Chart reflecting individual learner knowledge and instructional implications
- Five complete lesson plans (submitted at the conclusion of project instruction)
- Two written observations of project lessons (one completed by supervisor and one completed by cooperating teacher)
- Project commentary

Cover Sheet – submitted in draft form to supervisor prior to beginning the 5 lessons; revise and submit final version at end of project

- Explain in detail why you chose this topic, strategy or focus.
- What is the overall goal of this series of lessons?
- Identify anticipated learning outcomes or competencies that will result from this series of lessons.
- Identify curriculum and content or grade level standards that will be addressed through your series of lessons.
- Explain how you will assess overall student learning as a result of these 5 lessons. This will require some evidence of learning that extends beyond unstructured classroom observations.

Instructional Framework – submitted in draft form to supervisor prior to beginning the 5 lessons; revise and submit final version at end of project

- Explain the plan represented in your framework.
- How does each lesson in your framework connect to the one before and one after? What did you consider to ensure the cohesiveness of your project?
- How will you assess student learning within each lesson?
- What is your assessment plan? How will you monitor progress toward the overall goal/outcomes identified on your cover sheet?
- The final version of the instructional framework should include explanation of changes that were made to instruction did you make based on each lesson experience and assessment information. Describe any changes made to your original plan and explain why they were made.

Project Commentary – submitted at the end of the project

Your commentary will be a detailed rationale and reflection on the many instructional decisions you will make throughout project development and implementation. You should begin your commentary when you are deciding on your project's focus, add to it as you design and implement your project, and conclude it with an overall reflection after you have taught your last lesson. The following questions or suggestions are intended to guide its development:

Introduction to the Project

- What knowledge do students have that you will build upon?
- How does this series of lessons connect to grade level standards and curriculum?
- What did you do to learn about your focus? How did you prepare to draft your instructional framework?   What resources did you use?
- How will your instruction be integrated and interdisciplinary? How does your focus connect to the real world?
- How does the assessment plan ensure that you will have evidence that the students have met the goal(s) of the project?

Day 1 of Instruction:

- What pedagogical approaches are evident in your first lesson? What kinds of differentiated instruction are reflected in this lesson? What was the basis of these decisions?
- After teaching, how effective was your lesson plan? Did you make adjustments as you taught? If so, what adjustments did you make and why?
- How did you assess students' learning and how did you analyze results? What did you learn about students' understanding of lesson concepts through assessment?
- What changes have you made to day 2 of your instructional framework? Why are you making these changes?

Days 2 – 4 of Instruction:

- Use the questions noted above to guide your response for each day of instruction.

Day 5 of Instruction:

- What pedagogical approaches are evident in your last lesson? What kinds of differentiated instruction are reflected in this lesson? What was the basis of these decisions?

- After teaching, how effective was your lesson plan? Did you make adjustments as you taught? If so, what adjustments did you make and why?
- How did you assess students' learning and how did you analyze results? What did you learn about students' understanding of lesson concepts?
- How is your project assessment implemented and evaluated on the last day of instruction?

Final Reflection:

- Analyze the overall effectiveness of your project. Did students learn what you planned they would? How did their learning change over the course of project implementation? How do you know? (Reference specific student work and data about progress.) What would be your next steps in instruction? Why?
- How has your knowledge of students as learners changed as a result of this project?
- What do you know now that you did not know before you started this project?

Evaluative Criteria:

Rubric

Providence College
Elementary/Special Education Department

Long Term Planning Project
<u>Planning Framework</u>

Topic or Strategy Focus:

Goals / Student Competencies:

Common Core Standards / Professional Standards Addressed:

Day 1

Planning: First draft

Day 2

Planning: First draft

Day 2

Planning: Revised planning

Question: *How does day 2 build on day 1?*

Task: *Provide a rationale for change (addressed during planning revisions):*

Day 3

Planning: First draft

Day 3

Planning: Revised planning

Question: *How does day 3 build on day 2?*

Task: *Provide a rationale for change (addressed during planning revisions):*

Day 4

Planning: First draft

Day 4

Planning: Revised planning

Question: *How does day 4 build on day 5?*

Task: *Provide a rationale for change (addressed during planning revisions):*

Day 5

Planning: First draft

Day 5

Planning: Revised planning

Question: *How does day 5 build on day 4?*

Task: *Provide a rationale for change (addressed during planning revisions):*

Rubric for Long Term Planning Project

RIBTS focus	CEC	Distinguished + 2 Pts.	Proficient 35-31.5 Pts.	Emerging 31-28 Pts.	Unacceptable Less than 27 Pts.
Content and Pedagogy **RIBTS 2 Content Knowledge and Pedagogy** **35 Pts**	**CEC 4 Instructional Strategies** **CEC 7 Instructional Planning**		▪Lesson plans are well developed with strong links across competencies, instruction, and assessment; lessons address appropriate content standards/Common Core Standards. ▪Content of lessons is accurate and complete ▪Rationales for instructional decision making are well developed and pedagogically valid.	▪Lesson plans show some links across competencies, instruction, and assessment but relationships are inconsistent; lessons somewhat address appropriate content standards/Common Core Standards. ▪Content of lessons is somewhat accurate but inaccuracies are evident; content for one or two lessons is incomplete ▪Efforts to create cohesion throughout project is evident; however, relationships between some lessons are unclear	▪Lesson plans show very little evidence of links across competencies, instruction, and assessment; lessons do not address appropriate content standards/Common Core Standards ▪There are many inaccuracies in content and content is incomplete in a majority of lessons. ▪There is very little evidence of cohesion across lessons; relationships between lessons are minimal or absent.

Providence College
Elementary/Special Education Department

Rubric for Long Term Planning Project

RIBTS focus	CEC focus	Distinguished + 2 Pts.	Proficient 35-31.5 Pts.	Emerging 31-28 Pts.	Unacceptable Less than 27 Pts.
Planning Framework 35 Pts. **RIBTS 1, General Knowledge** **RIBTS 9 Assessment**	**CEC 7: Instructional Planning** **CEC 8 Assessment**		▪ Meaningful links have been made between concepts and real world application(s) and/or other disciplines. ▪ Consistently high, but reasonable, expectations are evident throughout all days of instruction. ▪ Planning includes methods to monitor student progress toward competencies which is meaningful and relevant to instruction. ▪ Modifications made to planning (framework) are significant rather than superficial; they are clearly linked to assessment of learning.	▪ Minimal links have been made between concepts and real world applications and/or other disciplines, or links have been made but they are only somewhat meaningful. ▪ Instructional expectations are occasionally high but not consistently so. ▪ Planning includes some monitoring of student progress but not all is relevant to instruction. ▪ Some modifications made to planning (framework) are meaningful but others are superficial; modifications to planning (framework) are somewhat linked to assessment of learning.	▪ No link has been made between concepts and real world applications or other disciplines. ▪ Instructional expectations reflect low expectations for learners. ▪ There is little or no evidence of meaningful or relevant means of monitoring student progress. ▪ Modifications made to planning (framework) are superficial, or no modifications have been made.

Providence College
Elementary/Special Education Department

Rubric for Long Term Planning Project

RIBTS Focus	CEC Focus	Distinguished + 2 Pts.	Proficient 35-31.5 Pts.	Emerging 31-28 Pts.	Unacceptable Less than 27 Pts.
Understanding of Learners 35 Pts. **RIBTS 3 Child Growth and Development** **RIBTS 4 Differences in Approaches to Learning**	**CEC 2 development and Characteristics of Learners** **CEC 3 Individual Learning Differences** **CEC 4 Instructional Strategies** .		▪ Initial planning reflects a well-developed understanding of each student. ▪ Modifications made to planning (framework) are clearly linked to monitoring of student progress; they reflect appropriate changes based on instructional progress and individual strengths and needs. ▪ Instruction, including differentiation of instruction, reflects an awareness of the cognitive, linguistic, cultural and social strengths and needs of learners and needs. ▪ Strong, explicit connections between instructional implications for learners and instructional approaches in daily lesson plans	▪ Initial planning reflects a somewhat developed understanding of each learner. ▪ Modifications made to planning are somewhat linked to monitoring of student progress; not all changes are appropriate and/or appear to be based on student strengths and needs. ▪ There is some attention to the cognitive, linguistic, cultural, and social strengths and needs of learners in instruction, including the differentiation of instruction. ▪ Some connections are made between instructional implications for learners and instructional approaches in daily lesson plans	▪ Initial planning reflects little or no understanding of each learner. ▪ It is difficult to determine how modifications made to planning are linked to monitoring of student progress; changes are not appropriate. ▪ There is little or no evidence of attention to the cognitive, linguistic, cultural and social strengths and needs of learners in instruction. ▪ Connections between instructional implications for learners and instructional approaches in daily lesson plans are not made or poorly made

Providence College
Elementary/Special Education Department

Rubric for Long Term Planning Project

RIBTS Focus	CEC Focus Distinguished	+ 2 Pts.	Proficient 35-31.5 Pts.	Emerging 31-28 Pts.	Unacceptable Less than 27 Pts.
Assessment **35 Pts.** **RIBTS 9 Assessment**	CEC 8 Assessment		▪ Daily assessment reflects a strong connection to lesson goals and instruction. ▪ Assessment activities throughout project are clearly performance or application oriented. ▪ Students are provided an opportunity to self-assess as a means of monitoring success. ▪ Each student is assessed on performance on goals of LTPP, and next steps in instruction is provided	▪ Daily assessment is somewhat connected to lesson goals and instruction or there is only some evidence of daily instruction. ▪ Some assessment activities are performance or application oriented. ▪ Students are occasionally provided an opportunity to self-assess. ▪ Some students are assessed on goals of LTPP and next steps in instruction is provided for some students	▪ There does not appear to be a connection between daily assessment and lesson goals/instruction, or there is no evidence of assessment. ▪ Assessment activities are not performance or application oriented. ▪ Students are not provided an opportunity to self-assess. ▪ Students are not assessed on goals of LTPP and/or next steps for instruction are not provided for some

<div align="center">

Providence College

Elementary/Special Education Department

Rubric for Long Term Planning Project

</div>

RIBTS focus	CEC focus		Distinguished 2+	Proficient 31-28 Pts.	Emerging 31-28 Pts	Unacceptable Less than 27 points
Critical Thinking **35 Pts.** **RIBTS 5 Higher Level Thinking**				▪ Instruction and performance expectations consistently challenge learners to develop higher level thinking skills. ▪ Students are actively engaged in meaningful experiences that foster inquiry and exploration. ▪ Activities consistently focus on the application and integration of knowledge.	▪ There is some evidence that instruction and performance expectations challenge learners to develop higher level thinking skills. ▪ Some project activities actively engage students in meaningful experiences that foster inquiry and exploration. ▪ Some activities focus on the application and integration of knowledge.	▪ There is no evidence that instruction and performance expectations challenge learners to develop higher level thinking skills. ▪ There is no evidence of activities that engage students in experiences that foster inquiry and exploration. ▪ There is no evidence of activities that focus on application and integration of knowledge.

Providence College
Elementary/Special Education Department

Rubric for Long Term Planning Project

RIBTS Focus	CEC Focus	Distinguished + 2 Pts.	Proficient 35-31.5 Pts.	Emerging 31-28 Pts.	Unacceptable Less than 27 Pts.
Commentary 35 Pts. **RIBTS 9 Assessment** **RIBTS 4 Differences in Approaches to Learning**	**CEC 8 Assessment** **CEC 9 Professional and Ethical Practice** **CEC 3: Individual Learning Differences**		▪ Content consistently reflects a thorough and thoughtful analysis of project background, decision-making, and implementation. ▪ Content offers insights into successes and concerns that occurred during implementation. ▪ Content reflects a clear understanding of the interconnectedness of knowledge of learners, curriculum, teaching and assessment.	▪ Content somewhat reflects a thoughtful analysis of project background, decision-making, and implementation. ▪ There is some evidence of insights into successes and concerns that occurred during implementation. ▪ Content reflects some understanding of the interconnectedness of learners, curriculum, teaching, and assessment.	▪ Content shows little thoughtful analysis. ▪ There is little evidence of insights into successes and concerns that occurred during implementation. ▪ There is little evidence of understanding of the interconnectedness of learners, curriculum, teaching, and assessment.

Long-term Planning Project
<u>Knowledge of Learners Chart</u>

Please use the following format to record your developing knowledge of <u>each</u> learner in your classroom.

Student First Name	What have you learned about this student?	Instructional considerations	Student Progress

<p style="text-align:center"><u>Providence College</u>
<u>Elementary/Special Education Department</u></p>

<p style="text-align:center"><u>A Week in the Life</u></p>

Purpose:
The purpose of this assignment is to enable you to analyze information and reflect on past and future instruction and planning for a student. Your product will be a synthesis and analysis of this information that reflects the essence of the whole child.

RIPTS Connections:
4.3, 4.4, 5.3, 6.4, 7.1, 7.2 7.4, 9.4, 9.5, 11.2, 11.4

CEC Connections:
Standard 3- Individual Learning Differences
Standard 7- Instructional Planning

Description of Assignment:
In this project student teachers will capture one week in the life of a student, considering all that the student does: instructional moments in general education and special education, accommodations and modifications made, as well as behavior exhibited and social interactions. The student teacher will go beyond the school day to build understanding of the whole child.

It is expected that you will complete your observations in one week's time (e.g., the 3rd or 4th week of student teaching). You will write a succinct description of the student's week and a reflective analysis based upon the information you gather.

Sources of information should include:
- Student schedule
- <u>Interviews</u> with all personnel with whom the child interacts (not a written survey). You will need to take notes and keep the interview transcripts.
- <u>Interview</u> with child
- <u>Interview</u> with family member
- Observation of the child in at least five different settings (i.e. recess, gym, lunch, dismissal, therapy session, etc.). Record each observation with detailed field notes. You will need to summarize what you learned from each encounter.
- Current IEP
- At least three student work samples that reflect IEP goals.

Description and analysis of information:

Write a <u>five page paper/report</u> that notes key themes which reflect the essence of the child. What significant information have you gained about this student? What information is important to share with those who work with this child on a regular basis? What further recommendations would you make for the IEP? Include a list of 5-10 recommendations for this student. Be sure to reference your sources of information within your synthesis.

You will also need to include:

- A description of a lesson that you taught before beginning the *Week in the Life* assignment and commentary regarding how this lesson would differ based upon your new knowledge of the child.
- A list of sources of information and references in an appendix at the end of the report.
    - While it is not necessary to include all of your notes and transcripts in your report, you must have these available if requested by your supervisor. In other words, keep all of your data and discuss with your supervisor what data to turn in with the report.

Providence College
Elementary/Special Education Department

Rubric for *A Week in the Life* Report

	Proficient 40-35 points; 20-18 points (writing)	Emerging 34-29 points; 17.5-15 points (writing)	Unacceptable Less than 29 points; Less than 15 points (writing)
Data collection (Sources of information): 40 points	Student teacher conducted observations in at least 5 settings, collected at least 3 work samples, reviewed the IEP, and completed all interviews. Report includes a detailed reference list of all data collected. Work samples reflect areas of need and IEP goals.	Notes from observations and interviews are limited or not useful. Collected 3 work samples, but they are not reflective of areas of need and IEP goals.	Interviews were not completed or interviews consisted of written surveys. Observations from fewer than 5 settings. Fewer than 3 work samples and not reflective of IEP goals.
Description and Analysis of Information (WITL Report): 40 points	Student teacher's analysis and recommendations are based on evidence collected and best practice for instruction, social/emotional development, behaviors and IEPs.	Analysis and recommendations addresses instruction, social/emotional development, behaviors, and the IEP, but the connections made between them are limited, not supported by evidence, or do not reflect best practice. Recommendations are general. More summary than analysis.	Analysis and recommendations are not based on evidence and best practice. Includes less than five recommendations. Mostly summarizing evidence with very little thematic analysis.
Quality of Writing: 20 points	Student teacher identifies key themes from the student's week. Report focuses on the essence of the whole child. Report is organized with subheadings and free of errors.	Report consists of more summary than analysis and reflection. Report is difficult to follow and is not organized with subheadings for each key theme.	Writing quality is not of professional standard (multiple mechanical writing errors in spelling, grammar, punctuation, etc.).

Education Report

Purpose:

The purpose of this assignment is to develop skills in assessing students and communicating the results in a formal education report.

RIPTS Connection(s):

4.3, 4.4, 7.4, 9.4, 11.1, 11.3, 11.4, 11.5

Description of Assignment:

Student teacher will assess a student with special needs to determine his/her current level of performance, his/her response to instruction in at least one area of need. Analysis of the assessment data will be used to write a report and make recommendations for appropriate instructional strategies, accommodations, and modifications. Data from curriculum-based measures, curriculum-based assessments, interviews and observations should be the focus and be supplemented by standardized norm-referenced tests to answer any specific questions that could not be answered by other data sources.

Product(s):

Assessment protocols and notes from a variety of sources:

• Observations

• Interviews

• Curriculum-Based Measurement over time documenting response to instruction

• Curriculum-Based Assessments over time documenting response to instruction

• Task and Error Analyses

• Work Samples

• Norm-Referenced Tests: Achievement and Diagnostic

• Formal Education Report

Providence College
Elementary/Special Education Department

Education Report Rubric

	Distinguished+1 Pt.	Proficient 15-13.5 Pts.	Emerging 13-12 Pts.	Unacceptable Less than 12 Pts.
Assessments **15 Pts.**	▪ Consistently Exceeds Expectations In All Areas	▪ Multiple assessment tools are selected to address the specific students' needs. ▪ Assessment tools provide information about student's current level of performance, response to instruction and instructional strategies and environmental needs. ▪ Protocols and notes included. ▪ Assessments listed in the report, with versions used and dates administered.	▪ Inappropriate or limited number of assessments used to determine student's current level of performance, response to instruction, instructional strategies and environmental needs. ▪ Protocol or notes limited/illegible.	▪ Less than 3 assessments included. ▪ Protocol or notes missing. ▪ Student's current level of performance, response to instruction, instructional strategies or environmental needs not assessed.
Identifying Information Reason for Referral Background Information **15 Pts.**		▪ Information is complete. Confidentiality is maintained. ▪ Header clearly formatted. ▪ Reason for Referral is a specific statement of what the evaluation should answer. ▪ Background Information includes pertinent information: educational strengths and weakness, information about student's curriculum, instruction and environment, developmental and educational milestones, placement history.	▪ Ambiguous information is presented. ▪ Reason for referral is general and/or provides too much information or it is not phrased as a referral question. ▪ Background Information has limited focus (e.g. focusing on only individual's educational strengths and weaknesses, or family background).	▪ Confidentiality is violated. Information is inaccurate. ▪ Reason for referral is not included. ▪ Background Information is incomplete.
Classroom Observation and Observations of Test Taking Behaviors **15 Pts.**		▪ Both classroom observation and observation during test taking are included. Context of all observations included. All observations written in specific behavioral terms. Objective examples included.	▪ Context of observation or behavioral examples limited or misguided. Not written in behavioral terms.	▪ Only classroom or test taking behaviors included. Context of observation or behavioral examples not included.

Presentation of Assessment Data **15 Pts.**		▪ Scores are presented in clear tables that include: cluster scores, standard scores, percentile ranks and descriptives. Confidence intervals are included as appropriate. Graphs of student's response to instruction/ Intervention; include at least 4 data points.	▪ Score tables are not clearly labeled. Graphs of student's response to instruction are limited.	▪ Score tables are incomplete. Graphs of student's response to instruction are not included.
Assessment Interpretation **15 Pts.**		▪ Report is organized around academic areas, not assessment devices. Multiple sources of data are integrated to document strengths and needs in each academic area. ▪ In areas of need student's response to instruction and intervention is analyzed. Reader is provided with ties to instructional strategies and curriculum in each academic area. ▪ Specific examples of student performance are offered to support conclusions.	▪ Interpretation is organized as a description of tests and the multiple data sources are not integrated. Only limited data sources included. Examples do not support conclusions drawn.	▪ One or more of the following is not addressed: student's strengths and needs in each academic area, student's response to instruction in areas of need, or instructional strategies. Examples are not included.
Summary & Recommendations **15 Pts.**		▪ Paragraph in length addressing key findings. Referral questions answered. Brief statement of student's current performance level in each academic area, instructional strategies and response to instruction addressed. No new information included. ▪ Recommendations address all identified needs. Effective instructional strategies are included and linked to positive learner attributes. Recommendations are specific enough to translate into IEP goals. Curriculum and environment modification and accommodations are addressed if appropriate.	▪ Summary goes beyond key findings. Only student weaknesses addressed. ▪ Recommendations are limited (e.g., They do not address instructional strategies. They are too broad or incomplete to translate into IEP goals.)	▪ Summary does not address referral questions. New or inconsistent information provided. ▪ Recommendations do not include all areas of weakness nor are they consistent with the results of the assessment.
Written Communication **15 Pts.**		▪ Report is formatted in a clear manner with headings for each section. Report does not focus on scores, but description of student performance. Report is written in a jargon-free manner. Specific terms and scores are explained. Writing has minimal mechanical errors (spelling, grammar, punctuation, etc.).	▪ Report is difficult to follow. Scores predominate. Educational jargon is used and/or not explained.	▪ Writing quality is not of professional standard (multiple mechanical errors in spelling, grammar, punctuation, etc.).

Providence College Elementary/Special Education Department
Student Teacher Mid-term Goal Setting Form

Directions: At four weeks into each student teaching placement, the cooperating teacher and the student teacher should, <u>together</u>, set goals for the remainder of the placement. Goals should address <u>one or more</u> of the areas that will be assessed on the final evaluation form:
Effective Practice in Instruction, School and Classroom Environment, and/or Professionalism. Student teacher must provide his/her college supervisor with a copy of the completed goal setting form by the next small group seminar. Cooperating teachers should attach a copy of this form to the final evaluation form and mail both to the Education Office at the end of the placement.

Area:_____
Goal:

Plan for Second Half of Student Teaching:

Area:_____
Goal:

Plan for Second Half of Student Teaching:

Area:_____
Goal

Plan for Second Half of Student Teaching:

Area:_____
Goal:

Plan for Second Half of Student Teaching:

_____ _____ _____ _____ _____
Student Teacher date   **Cooperating Teacher Signature   date**   **Supervisor Signature ***   **date**
*To be signed at the next small group meeting.

Cc/   White: Please attach to final evaluation form, yellow to supervisor and pink to student teacher.

Providence College Elementary/Special Education Department
Student Teacher Evaluation

Student Teacher: _____   **Year** ____
School: _____   **Grade:** _____   **District:** _____
Please Circle: Session I or Session II   **Please Circle   Elementary or Special Education**
Cooperating Teacher*: _____
*If you are new to Providence College you need to complete a Cooperating Teacher Information Sheet.

Please rate your student teacher in each of the following areas using the rating system below. Consider the
expectations of performance in each area as you make your evaluation decisions.

Rating system: 0 = performance or proficiency in this area not evident at all
                        1 = performance or proficiency somewhat evident
                        2 = performance or proficiency generally evident
                        3 = performance or proficiency consistently evident

EFFECTIVE PRACTICE IN INSTRUCTION
A. Effective Practice in Instruction: Preparation (RIPTS 2 & 3)
- Develops lessons connected to the standards of the disciplines
- Justifies structure of lesson and choice of content
- Lesson plans demonstrate components of effective lessons
- Selects and/or produces quality materials based on child's experiences, background, needs, and interest
- Demonstrates evidence of having reviewed and analyzed materials and activities to be presented
Rating _____

B. Effective Practice in Instruction: Implementation (RIPTS 1, 2, 3, 4, 5, 6, 8, & 9)
- Uses time effectively
- Adapts materials to students' needs
- Demonstrates flexibility with situational variables
- Monitors progress and activities and adjusts accordingly
- Integrates a variety of academic, social, and cultural experiences in lessons
- Develops higher order thinking skills
- Makes learning relevant to students' background and experience
- Relates prior knowledge to current instruction
- Encourages and maintains students' active involvement in learning
- Uses a variety of explanations and multiple representations of concepts
- Incorporates technological resources to support student learning
- Uses different theories and methods when teaching concepts
- Encourages students to interpret concepts from a variety of perspectives
- Makes instructional decisions as the lesson is implemented in reaction to the students
- Fosters student-centered, inquiry-based learning
- Communicates clear expectations for achievement
- Allows students to take responsibility for their own learning
Rating _____   (Double rating for final total)

revised 10-2011   *Cc/ White to Student Teacher for inclusion in Student Teaching Notebook*
page 1/4   *Yellow copy for Cooperating Teacher to Use to Enter Scores on Zoomerang Survey*

49

C. Effective Practice in Instruction: Evaluation and Assessment (RIPTS 4 & 9)
- Assesses each individual student's needs
- Evaluates progress of students in each content area
- Determines whether goals of lesson have been met
- Utilizes a variety of strategies
- Creates or selects evaluation strategies that are appropriate for students and are aligned with the lesson
- Demonstrates the use of evaluation information in planning subsequent instructional lessons

Rating _____

Areas of strength:

Areas for growth:

SCHOOL AND CLASSROOM ENVIRONMENT

D. Diversity (RIPTS 4 & 5)
- Demonstrates an appreciation, tolerance, and respect for the diversity represented in school communities including racial, gender, ethnic, cultural, linguistic, economic, religious, and exceptionalities
- Implements a repertoire of instructional and assessment strategies to accommodate the diverse needs and backgrounds of the learners
- Maintains high standards for all learners

Rating _____

E. Collaboration (RIPTS 7)
- Develops collegial relationships with professional and non-professional staff members
- Actively seeks out and initiates interaction with professionals and families
- Collaborates with cooperating teacher and supervisor to meet S.T. requirements

Rating _____

F. Organization (RIPTS 6)
- Maximizes use of time and space
- Facilitates transitions of students from one activity to another
- Manages groups of children both in and outside the school
- Selects and manages grouping arrangements appropriate to activity and needs of children
- Directs two or more activities in class simultaneously

Rating _____

revised 10-2011   *Cc/ White to Student Teacher for inclusion in Student Teaching Notebook*
page 2/4   *Yellow copy for Cooperating Teacher to Use to Enter Scores on Zoomerang Survey*

50

G. Management (RIPTS 6)
- Identifies, establishes, and maintains consistent plans which set standards for classroom behavior
- Establishes a classroom environment characterized by mutual respect, caring, and encouragement of risk taking
- Maintains a safe classroom environment
- Plans, implements, and evaluates effectiveness of individual and group behavior management programs

Rating _____

Areas of strength:

Areas for growth:

PROFESSIONALISM
H. Professionalism: Positive Attitude   (RIPTS 9, 10, & 11)
- Attends school functions
- Avoids negative discussion involving other professionals, students, or family situations
- Completes assignments on time
- Attends seminars and other department activities required of student teachers
- Monitors and evaluates personal performance as it relates to identified criteria

Rating _____

I. Professionalism: Initiative   (RIPTS 1, 2, 7, 8, 10 & 11)
- Volunteers for school activities
- Uses resources to enhance lessons
- Exhibits a commitment to learning about the changes and advances in their disciplines
- Attends meetings and conferences or participates in other educational activities
- Explores technological resources in teaching and professional activities

Rating _____

J. Professionalism: Work Habits   (RIPTS 9 & 11)
- Arrives with sufficient time before school begins and remains for sufficient time after school to meet identified criteria
- Uses language acceptable for professional situations and avoids use of colloquialisms
- Models the dress code of professionals appropriate to that district
- Demonstrates knowledge of and follows federal, state, district, and school policies and procedures
- Reports student progress to parents and other professionals
- Demonstrates appropriate oral and written communication skills

Rating _____

revised 10-2011   *Cc/ White to Student Teacher for inclusion in Student Teaching Notebook*
page 3/4   *Yellow copy for Cooperating Teacher to Use to Enter Scores on Zoomerang Survey*

51

K. Professionalism: Desire to Improve Performance   (RIPTS 10)
- Embellishes and implements teachers' and supervisors' suggestions and feedback
- Uses information from lesson implementation, student assessment, and observation feedback to reflect on teaching
- Demonstrates greater independence and initiative in teaching and professional activities over time
- Sets goals and implements plans to improve performance

Rating _____

Areas of strength:

Areas for growth:

Overall suitability for teaching:

Scoring:

Effective Practice in Instruction:
  A. Preparation   _____
  B. Implementation _____ X 2 =   _____
  C. Evaluation and Assessment   _____

School and Classroom Environment:
  D. Diversity   _____
  E. Collaboration   _____
  F. Organization   _____
  G. Management   _____

Professionalism:
  H. Positive Attitude   _____
  I. Initiative   _____
  J. Work Habits   _____
  K. Desire to Improve   _____

 Total points:

                        _____ /36 points

revised 10-2011   *Cc/ White to Student Teacher for inclusion in Student Teaching Notebook*
page 4/4   *Yellow copy for Cooperating Teacher to Use to Enter Scores on Zoomerang Survey*

52

Providence College

Elementary/Special Education Department
Final Summative Evaluation
EDU 452- Special Education Placement

Name: _____   Placement: _____

Supervisor: _____   Date: _____

A= 94 - 100 A- = 90 - 93   B+= 88 – 89 B= 84 - 87 B-= 80 – 83   C+=78 – 79 C= 74 - 77

Requirement	Possible Points	Earned Points	Earned Points/ Possible Points	Percentage of Final Grade	(Total of Earned/Possible Points)*Percentage of Final Grade
Cooperating Teacher:					
Cooperating Teacher Observation 1	10			8	
Cooperating Teacher Observation 2	10			8	
Student Teaching Final Evaluation by Cooperating Teacher	36			20	
College Supervisor:					
College Supervisor Observation 1	10			8	
College Supervisor Observation 2	10			8	
Professional Profile by Supervisor	20			5	
Reflection Journal	20			5	
Performance Assessments:					
Use of Instructional/Assistive Technology in Teaching	40			8	
Education Report	105			10	
Week in the Life: Case Study	100			15	
Description of School	20			5	
Final Grade for Student Teaching					

Providence College
Elementary/Special Education Department
Final Summative Evaluation
EDU 451- Elementary Education Placement

Name: _____   Placement: _____

Supervisor: _____   Date: _____

A= 94 - 100 A- = 90 - 93   B+= 88 – 89 B= 84 - 87 B-= 80 – 83   C+=78 – 79 C= 74 - 77

Requirement	Possible Points	Earned Points	Earned Points/ Possible Points	Percentage of Final Grade	(Total of Earned/Possible Points)*Percentage of Final Grade
Cooperating Teacher:					
Cooperating Teacher Observation 1	10			8	
Cooperating Teacher Observation 2	10			8	
Student Teaching Final Evaluation by Cooperating Teacher	36			20	
College Supervisor:					
College Supervisor Observation 1	10			8	
College Supervisor Observation 2	10			8	
Professional Profile by Supervisor	20			5	
Reflection Journal	20			5	
Performance Assessments:					
Use of Instructional/Assistive Technology in Teaching	40			8	
Long Term Planning Project	210			25	
Description of School	20			5	
Final Grade for Student Teaching					

Providence College
Elementary/Special Education Department
Professional Profile Form

Candidate: _____ **Time Period:** _____

School: _____ **Grade:** _____

District: _____ **Supervisor:** _____

	Comments	Points
Professionalism ▪ punctuality ▪ dependability ▪ professional ethics ▪ professional appearance ▪ commitment to profession ▪ attendance and participation in seminars		**/4**
Communication ▪ oral expression ▪ written expression		**/4**
Collaboration ▪ collaboration with colleagues ▪ interaction skills with school personnel, students, and supervisors		**/4**
Desire to Improve Performance ▪ motivation ▪ initiative ▪ reflective thinking ▪ independence		**/4**
Understanding of Learners ▪ acceptance of diversity ▪ understanding of individuality ▪ attitudes toward learners		**/4**

Additional Comments:

Total points (20 possible):

Completed by supervisor and submitted by Zoomerang survey at the end of the placement.

Providence College
Elementary/Special Education Department

Personal Leave Request Form

Name _____ **Class of** _____ **Phone Number** _____

Date of Leave Requested _____

Reason for Request _____

_____

_____

_____

Supervisor Approval   **Yes** _____ **No** _____ (If no, indicate reason)

_____

_____

_____

ALL EXCUSED ABSENCES MUST BE MADE UP.

Student Signature _____ **Date of Submission** _____

Supervisor Signature _____ **Date of Approval** _____

Cooperating Teacher Signature _____ **Date of Approval** _____

<u>File in student folder in Education Office</u>

Providence College
Elementary/Special Education Department

Rhode Island Professional Teacher Standards

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, counter examples) 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

<div align="center">

Providence College
Elementary/Special Education Department

<u>Student Teaching Timeline</u>

</div>

Jan. 2		**First day of Student Teaching for Session I**
Jan. 29		**Mid-term evaluation conference should be held with coop. teacher**
Mar. 6		**End of Session I**
		Cooperating teacher submits final evaluation via Zoomerang survey online.
Mar. 7		**Flex Day**
Mar. 8	**8:30 to 3:00PM**	**Education Programs' Professional Workshop Day '64 Hall** **<u>Student teachers will remain on campus all day.</u>**
Mar. 11*		**Session II begins**
Mar. 13		**Student Teaching Session 1 Assignments Due**
Apr. 5		**Mid-term evaluation conference should be held with coop. teacher**
May 2		**Program Completion Professional Growth Reflection Due**
May 9		**ESE Program Completion Celebration**
May 10		**End of session II**
		Cooperating teacher submits final evaluation via Zoomerang survey online.
May 13		**Student Teaching Session 2 Assignments Due**

*All absences in session I are made up before moving to session II.

Make-up day policy:

Any student who misses a portion of a half day will make up a half day.
Any student who misses more than half a day will make up a whole day.

Absences must be reported to the Education Office and your supervisor.

All seminars are mandatory.

Snow days are not made up unless excessive.

Providence College
Elementary/Special Education Department

<u>Seminar Timeline</u>

Jan. 3	**Introduction**
Jan.10	**Certification and Technology Presentation**
Jan.24	**Small Group Seminar**
Jan. 31	**Resume Workshop**
Feb. 7	**Small Group Seminar**
Feb. 28	**Small Group Seminar**
Mar. 14	**Small Group Seminar**
Mar. 8	**Professional Day**
Mar. 21	**TBD Large Group Seminar**
Mar. 28	**TBD Large Group Seminar**
Apr. 4	**Small Group Seminar**
Apr. 25	**Small Group Seminar**
May 9	**ESE Program Completion Celebration**