



Feinstein School of Education and Human Development

Student Teaching Handbook

Office of Partnerships and Placements

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- This handbook provides general information and guidance for Teacher Candidates, Cooperating Teachers and College Supervisors.
- Student Teachers **must read and sign** the Teacher Candidate Acknowledgement of Student Teaching Handbook Form. (Appendix A)
- This handbook does not constitute a contract; either expressed or implied and is subject to revision at the College's discretion.
- Teacher Candidates should be aware that additional requirements may be imposed for certification or licensure if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

Rhode Island College and the Feinstein School of Education and Human Development reserve the right to change policies, practices, programs, services and personnel as required at any time. In addition, the contents of this handbook are subject to revision at any time

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STUDENT TEACHING HANDBOOK

FSEHD Rhode Island College Office of Partnerships and Placements

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Overview and Welcome: Message from the FSEHD Dean

Welcome to Student Teaching!

I can imagine that as you embark upon your student teaching assignment, you may face an onslaught of emotions ranging from nervous energy, eagerness, and some anxiety. These feelings are to be expected because you have looked forward to the moment you can finally apply your understanding of learning theory, curriculum, content knowledge, and social justice. Before you enter the field, I encourage you to review the ***RIC Student Teaching Handbook and*** return to its contents across your student teaching experience. The handbook contains helpful information on the roles of student teachers, cooperating teachers, school leaders, and college supervisors. These roles are important and are grounded in relationships which require you to attend to the following:

- Student teachers occupy dual roles as full-time teachers and students. It is important to think about how you will balance a heavy load. As a student teacher, you are a full-time teacher with an exhaustive list of responsibilities. The RIC Student Teaching Handbook outlines your responsibilities, communications requirements, and guidelines on how to maneuver school spaces while completing your student teaching assignment. While the expectations seem great, do remember that your cooperating teacher, school administration, in addition to RIC student teaching supervisors, your faculty, and the Office of Partnerships and Placements, are here to support you. Members of the RIC student teaching team are invested in your success.
- Student teachers occupy a unique space as participant observers in school communities. Please remember that your cooperating teacher, the administration, and other members of the school community are hosting you. Be gracious, receptive to feedback, ready to learn, and eager to participate in your classroom and school. You can learn a great deal through the power of observation, so pay close attention to the various roles of school community members including administrators, teacher leaders, custodial staff, food service staff, counselors, and front office staff. The collective efforts of these individuals are critical to school cultures centered on students and families. I also encourage you to review school policies to help you better understand how schools function as organizations with clearly ascribed functions for teachers, school leaders, students, and families.
- Please remember that you are representing RIC while serving as a student teacher. You stand on the shoulders of over 12,000 RIC alums who teach across the state, region, and country. Student teaching placements are predicated upon collaborative relationships between your cooperating teacher, administrators, district level officials, and members of the RIC student teaching team. Your professional decorum and actions while student teaching can potentially lead to letters of recommendation and job prospects upon degree completion. Thus, it is critical that you pay close attention to guidelines on professional behaviors, ethics, professional dress, and the RIC Dispositions. In closing, I think back on my own student teaching experience years ago and realize that each day spent leading those middle school classes was an invaluable learning experience that shaped my future teaching experiences. My hope is that you too have a student teaching experience that will be the foundation for your teaching journey. Embrace the RIC teaching legacy and represent us well!

Yours in Education,

Dean Jeannine Dingus-Eason

Section 1. Office of Partnerships and Placements

The Office of Partnerships and Placements (OPP) works collaboratively with undergraduate and graduate programs, cooperating teachers, college supervisors, student teachers and school districts to provide the student teaching experience for approximately 200 teacher candidates per year. Information and resources for prospective student teachers, student teachers, cooperating teachers and college supervisors can be found at the [Office of Partnerships and Placements \(OPP\) web site](#).

Helpful Resources

FSEHD Office of Partnership and Placements
FSEHD Faculty and Staff (Go to the department of interest in linked list)
FSEHD Career Development Center
FSEHD Disability Services
Office of Academic Advising (formerly known as OASIS)
Rhode Island Department of Education

Common Abbreviations

ADI	Anchored Dispositions Instrument: The disposition instrument is an anchored rating scale which takes a developmental perspective in assessing the skills underlying core dispositions consistent with FSEHD goals and mission.
CS	College Supervisor: a RIC faculty member who supervises teacher candidates in their student teaching placement
CT	Cooperating Teacher: teacher at a school that supervises teacher candidates or candidates
	Chalk and Wire (Anthology): a web-based e-portfolio system
FSEHD	Feinstein School of Education and Human Development
OPP	Office of Partnerships and Placements
PGG	Professional Growth Goals
RI-ICEE	Rhode Island Innovation Consortium Educator Evaluation - The assessment instrument used to provide feedback on student teaching performance and evaluate readiness
RIDE	Rhode Island Department of Education
RSTI	Readiness for Student Teaching / Internship
SMART Goal Criteria	Specific Measurable Attainable Relevant Time-bound
SLO	Student Learning Outcomes
TC	Teacher Candidate : a student at RIC who has been admitted to one of the Feinstein School teacher preparation programs
TCWS	Teacher Candidate Work Sample An assessment that addresses the phases of unit design evaluated in the student teaching seminar course

Section 2. Chalk and Wire (Anthology Portfolio)

Chalk & Wire is a cloud-based, online e-portfolio system that allows students to engage in continuous improvement by acting on meaningful feedback in a real-time environment.

How do I use Chalk and Wire during student teaching?

- Teacher candidates upload selected work samples for their clinical and college instructors to assess candidate performance based upon professional standards.

What are the benefits?

- By having a place for collection, analysis, reporting, sharing, and organizing student-learning data, Chalk & Wire provides a comprehensive view of individual student performance. At the end of the program, student teacher candidates can store their work in a professional electronic portfolio. The e-portfolio can include video, written assignments, scored work that can be downloaded, and shared with potential employers. It is formatted as a website and an electronic alternative to the more traditional paper portfolio.

RIC Feinstein School Chalk and Wire Support Center

- The support center provides Teacher Candidates with technical help and support. Training resources include step-by-step instructions that can be printed and/or downloaded. Video tutorials that visually demonstrate how to use Chalk and Wire are also available.
- **Chalk and Wire Supporting Information:** www.ric.edu/fsehd-chalk-and-wire.
- **Questions or Problems with Chalk and Wire:** Contact Chalk and Wire directly, chalkandwire@ric.edu.

Section 3. Student Teaching Eligibility and Application Requirements

Eligibility

A Teacher Candidate must meet the following requirements to qualify for student teaching:

- Must be accepted into the Feinstein School of Education and Human Development (FSEHD) **prior to completing an application for student teaching.**
- Must have a **minimum 2.75 GPA** (Grade Point Average) in order to student teach.
- **MAT and RITE Teacher Candidates must have a minimum of a 3.00 GPA.**
- Must have successfully **completed all program requirements the semester prior to student teaching.**
- Will not be allowed to student teach with any **incompletes on their transcript.**

Application for Student Teaching

To apply for student teaching, a Teacher Candidate must complete the following steps:

- File a **Student Teaching Online Application in Chalk and Wire one year prior to student teaching including all required documentation.** Requests for applications are made through OPP (opp@ric.edu).
- Successfully complete **all program and FSEHD requirements** for student teaching (see above list of eligibility requirements)
- Complete Readiness to **Student Teach/Internship (RSTI)** Portfolio on Chalk and Wire.

- Submit all specific program required materials
 - Upload passing PRAXIS test scores, **before a student teaching placement is assigned.**
PRAXIS Information: For questions about testing requirements, go to the [Praxis Site](#) (content areas) Support for PRAXIS testing: Go to [RIC Office of Academic Support and Resources](#) and the [Learning Centers and Tutorial Services](#).
 - Must have a valid / clean copy of BCI on file with OPP
- Teacher Candidates must apply for a *Student Teaching Permit* through the Rhode Island Department of Education's *e-cert* system. The Office of Partnerships and Placements submits required certification details to RIDE for eligible Teacher Candidates. Upon receipt of certification details, RIDE e-mails instructions to Teacher Candidates (via RIC e-mail) for creating an on-line RI Educator Certification file (<https://portal.ride.ri.gov/>) and for completing an application for a for Student Teaching Permit.
 - Student Teaching Placements are secured through the Office of Partnerships and Placements. Teacher Candidates are not allowed to arrange for their own placement. Teacher Candidates are notified by OPP via RIC e-mail confirmation of their placement approximately one month prior to the start of their student teaching assignment. The Office of Partnerships and Placements will email Teacher Candidates with detailed information about their CT, site location and direction for reporting to their assignment.

Section 4. Professionalism: Teacher Candidate Expectations

Professional Dispositions

Dispositions are the values, actions, attitudes, and beliefs of professionals as they interact with students, families, clients, community members, and professional colleagues.

- Professional Dispositions are a vital element of all FSEHD Teacher Candidates and are the expected behaviors.
- Please review the FSEHD Professional Dispositions carefully, as any violation of professional dispositions may result in a Teacher Candidate's removal from a placement. [FSEHD Professional Dispositions Document](#)

Teacher Candidate Professionalism

Teacher Candidate are representative of Rhode Island College and should approach every day in a student teaching placement as if it were an extended job interview. Teacher Candidates must dress and act accordingly. Expectations include:

- Behave in ways that will bring respect from students, teachers, staff and administrators.
- Observe the Cooperating Teacher and give special attention to classroom organization and management routines.
- Assume responsibility for classroom management and physical appearance of the room, the care of equipment and materials, the safety of the students, and other administrative routines.
- The RIC FSEHD prohibits the use of corporal punishment by any student teacher.
- Be receptive to suggestions and constructive feedback about teaching.
- Become acquainted with school personnel and their roles and responsibilities.
- Keep and submit accurate, updated records, lesson plans, journals, and portfolio materials as required by the cooperating teacher, and/or college supervisor.
- Maintain confidentiality about students and school issues. Handle confidential information in an ethical manner and refrain from starting or repeating rumors or gossip.
- Do not discuss a particular student by name, except in professional sessions with the cooperating teacher, principal or college supervisor.

- Follow all rules and expectations for teachers. Refrain from criticism of any phase of the school's operation. Questions about the purpose and/or implementation of policies are appropriate, but criticism is not.
- Adhere to the [FSEHD Professional Dispositions Document](#)
- Take advantage of every learning opportunity. Attending extra-curricular events, professional development, and other school-wide activities provides opportunities to learn about the profession, school and community. Participation and attendance demonstrate engagement in the school community.

Transportation

It is the responsibility of the Teacher Candidate to provide his/her own transportation to and from the student teaching placement. **The Office of Partnership and Placements does not arrange transportation for any field experience including student teaching.**

- Transportation options include carpooling, public transportation, and using your own vehicle.
- Carpooling:
 - Be respectful of the driver and any other passengers. This includes being ready on time and letting them know in advance if you are going to be absent or have a schedule change.
 - Contribute towards paying for gas. **Please note, a student teacher may not transport school students in a vehicle at any time.**

Communication

Confidentiality: Confidentiality is a critical component of working with students in a school setting. Student teachers are involved in a privileged situation where they may be exposed to a wide variety of confidential information. Student records, grades, classroom incidents, and verbal discussions with teachers are all confidential in nature. Violations of confidentiality are considered a breach of professional ethics and cannot be tolerated. Teachers and student teachers make use of many types of information regarding the individuals they teach and must take care to protect that information from public disclosure.

For additional information on confidentiality, please review [The Family Educational Rights and Privacy Act \(FERPA\)](#), a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA affords students certain privacy rights regarding their education records.

General Communication and Social/Digital Media Guidelines:

1. Communicate clearly with adult colleagues, such as your cooperating teacher and college supervisor. This includes phone calls, text messages when appropriate, and prompt response to emails.
2. Avoid texting while on school grounds, except in the case of emergencies.
3. Do not share your personal cell phone number or email with students or parents.
4. Do not accept phone calls or text messages from students.
5. Make your professional email (in the case of student teaching, your Rhode Island College email) available to communicate with school staff and, if needed, parents.
6. Do not respond to student or parent emails that are not school-related or part of sanctioned educational activities.

7. Do not allow students or parents direct access to your social networks (FB, Twitter, Instagram, Snapchat etc.) during or after student teaching.
8. DO NOT post anything you do not want a potential employer to see. Prior to student teaching, edit your social networking pages to remove images or posts related to salacious or personally controversial activities.
 - a. DO NOT send pictures or messages to any PK-12 student.
 - b. DO NOT post pictures or videos of any PK-12 student unless explicitly authorized in writing by the host district or school.
 - c. DO NOT post pictures, videos or comments about schools, teachers, or school employees on social networking sites.
9. Be mindful that the web is a public place even if your social networks are private. Use discretion when posting personal information on social media.
10. Students are required to familiarize themselves and comply with the school's policies on confidentiality regarding digital and other electronic communications, information storage and record keeping.
11. Teacher Candidates video recording lessons while at their placement, must ensure that all students recorded have provided consent to be videoed. (Please see Appendix D for Video Recording Permission and Protocol)

If there is any evidence of inappropriate communication or interaction (written, verbal or electronic) between a Student Teacher and PreK-12 student(s), school personnel, or RIC FSEHD faculty/staff member, this is cause for dismissal from the student teaching placement.

Section 5. Technical Standards for FSEHD Teacher Candidates

A candidate for teacher certification must possess certain abilities and skills to provide high-quality, equitable and impactful learning opportunities for all K-12 students.

FSEHD abides by five (5) Technical Standards which encompass the knowledge, skills, and levels of competency necessary both for teacher preparation and for certification.

- These standards are consistent with professional expectations for working in schools and other educational settings.
 - All teacher candidates are expected to demonstrate these Technical Standards in teacher education coursework and field placements.
 - Failure to consistently demonstrate these Technical Standards represents grounds for dismissal from the program and placements.
1. **Observation Skills:** A teacher candidate must be able to:
 - Observe individual learners and groups of learners accurately at a distance and nearby, both to assure learners' safety and to interact effectively with learners.
 - Acquire information from written documents, including those generated by learners.
 - Visualize information as presented in images from paper, films, slides, or video, including those generated by learners:
 - Such observation and information acquisition requires the functional use of visual, auditory, and somatic senses, enhanced by the functional use of other sensory modalities.

- When a teacher candidate's ability to observe or acquire information through these sensory modalities is compromised, the student must demonstrate alternative means and/or abilities to acquire the essential information conveyed in this fashion.

2. Communication Skills: A teacher candidate must be able to:

- Skillfully communicate verbally, in English, both virtually and in person.
- Skillfully communicate in written form, in English, including in electronic formats.
- Speak to, hear, and observe learners by sight to elicit information; detect and describe changes in mood, activity, and posture; perceive nonverbal communications.
- Model effective spoken and written communication skills for learners.
- Understand the impact of, and utilize, appropriate non-verbal forms of communication (facial expressions, gestures, posture, proximity, etc.) for promoting the learning of K-12 students and in communicating with colleagues and other adults.
- Understand the impact of and maintain appropriate standards of dress and personal hygiene necessary for maintaining effective conditions for learning.
- Communicate effectively, efficiently, and sensitively, in oral and written form, with learners, learners' families, and all members of the school faculty and staff.
- Such communication requires the functional use of visual and auditory senses, enhanced by the functional use of other sensory modalities.
 - When a teacher candidate's ability to communicate through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to meet communication standards.

3. Motor Skills: A teacher candidate must possess the motor skills necessary to:

- Grasp and manipulate small and large objects (such as student learning materials, tables, chairs, etc.)
- Utilize fine motor skills for writing or visually representing information, both for use during instruction and to model the use of these skills for students
- Use relevant equipment for instruction and assist learners in using appropriate equipment
- Move appropriately about the learning environment to the degree needed to assure safety of K-12 students and a productive learning environment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and mobility.
- When a teacher candidate's ability to execute these motor movements is compromised, the candidate must demonstrate alternative means and/or abilities to meet motor skill standards.

4. Social and Behavioral Abilities: A teacher candidate must possess the emotional health required for full utilization of his or her intellectual abilities. In addition, a teacher candidate must be able to:

- Exercise good judgment
- Promptly complete all responsibilities attendant to the safety, learning and care of K-12 students.
- Develop mature, sensitive, and effective relationships with learners
- Maintain a professional demeanor
- Function effectively under stress
- Tolerate physically, emotionally, and mentally demanding workloads
- Adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the learning process.

- Communicate with, care for, and teach, in a nonjudgmental way, learners whose personal or family culture, spiritual beliefs, race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, and/or age are different from their own.
- Provide effective and sensitive feedback to learners and colleagues
- Use feedback to make behavioral and/or performance improvements

5. Intellectual-Conceptual and Integrative Abilities: A teacher candidate must be able to solve problems. Effective problem solving, a critical skill demanded of educators, requires all the abilities above. In addition to the above, the teacher candidate must be able to:

- Remain awake and alert.
- Measure, calculate, reason, analyze, integrate and synthesize.
- Read, comprehend and interpret information accurately from written documents, oral presentations, demonstrations, and observation within a variety of settings (university courses, K-12 classrooms, K-12 professional development sessions, parent/teacher conferences, etc.).
- Perform these problem-solving skills in a timely fashion.

Section 6. Role of the College Supervisor

The College Supervisor (CS) is an important member of the Teacher Candidate’s Team and acts as a liaison between the Teacher Candidate, the Cooperating Teacher, and Rhode Island College. The role of the College Supervisor is vital to the growth and success of the Teacher Candidate as the student combines their field experience with their college coursework.

College Supervisors must hold a certificate/license (Degree) that matches the student’s content area or grade level so that the Supervisor can offer specific feedback as the Teacher Candidate develops in their field of study.

College Supervisors are expected to attend professional development and informational meetings scheduled by the Office of Partnerships and Placements that relate to their role as a supervisor and enhances their expertise as mentors. College supervisors are required to participate in training sessions on the usage of the RI-ICEE assessments to ensure familiarity and engagement in inter-rater reliability exercises. Trainings occur prior to College Supervisors’ assignment to Teacher Candidates.

College Supervisors meet with their Teacher Candidates throughout the semester to observe, consult and assess classroom instruction. College Supervisors will conduct formal observations of Teacher Candidates a minimum of three (3x) times during the semester. Additional observations may be necessary and can be arranged virtually if needed. College Supervisors in collaboration with the CT will utilize OPP Assessment Calendar to schedule observations in a timely manner.

College Supervisors will combine their observations with feedback from the Cooperating Teacher to fully assess the Teacher Candidate. It is to the advantage of the Teacher Candidate’s Team that whenever possible, there be a three-way discussion of the observed lesson to minimize any misunderstandings and to promote strategies for future development.

Specific Duties and Responsibilities of the College Supervisor:

- Introduce yourself and provide contact information to the Teacher Candidate(s) (TC) and Cooperating Teacher(s) (CT) as soon as placements have been confirmed. (OPP will provide contact details.)

- Become familiar with the partner school(s) and district(s).
- Have an accurate school schedule, calendar and contact information for each CT and principal.
- Promote a positive relationship with the cooperating teacher by acting as a consultant in developing a quality student teaching experience.
- Nurture a working relationship with the Teacher Candidate and Cooperating Teacher early in the semester to establish guidelines, expectations, objectives, and goals that will influence the Teacher Candidate's success in the classroom. [Assessment Calendar](#)
- Develop a schedule for observations and formal assessments in collaboration with the CT utilizing OPP Assessment Calendar.
- Serve as a resource to discuss concerns about the student's teaching experience, as well as offering guidance in the areas of planning, instruction, management, and professional behavior.
- Discuss with the Teacher Candidates problems or issues that arise during the student teaching experience. ***If the College Supervisor determines that a student teaching placement is inappropriate, or there are concerns regarding the performance of the TC, the CS must communicate this concern to the Office of Partnerships and Placements.*** Decisions regarding placements will be made by OPP with input from the CS, CT, and building administrator.
- Review, and suggest improvements for Teacher Candidate lesson plans.
- Complete three (3) formal Observations of Teacher Candidate and Assess using the Rhode Island Consortium Educator Evaluation (RI-ICEE) ([RI-ICEE Observation Rubric](#))
- Upload assessments onto Chalk and Wire (Anthology) [RI-ICEE Scoring Guideline.pdf](#)
- Participate in at least one joint observations of the TC with CT
- Participate in team meeting with the CT and TC to discuss and identify strength and professional growth areas, including Video Analysis and Team Conference ([Team Conference -Second Observation](#))
- Complete Assessments of Dispositions on Chalk and Wire.
- Complete Exit Survey evaluating CS and TC on Chalk and Wire.

Section 7. Role of the Cooperating Teacher

The Cooperating Teacher (CT) is the classroom teacher of record, who oversees the day-to-day work and responsibilities for the mentoring, coaching, supervising and evaluating the Teacher Candidate during their student teaching placement.

Cooperating teachers are experienced professionals, have three (3) or more years of full-time teaching experience and are certified in the same area that the student teacher is preparing. Cooperating Teachers must be full-time employees in the school where the Teacher Candidate is completing their student teaching experience and cannot host a student teacher without the approval of their district/principal.

Cooperating Teacher as Colleague

Build a climate of collegiality to guide the Teacher Candidate in making the transition from "student" to "teacher."

- Begin communicating/collaborating with Teacher Candidate and their College Supervisor as soon as the placement has been confirmed by the district. (OPP will provide confirmation and contact information).

- Inform classroom students, as well as parents and other faculty and staff members, of the arrival of the Teacher Candidate.
- Treat the TC as a professional, and do not tolerate anything other than professional behavior from the student. Any behavior unbecoming of a Teacher Candidate or in violation of rules outlined in the Student Teaching Handbook must be reported to RIC Office of Partnerships and Placements. See the student teaching handbook section on “Conflict Resolution”.
- Provide the TC with a desk or table to serve as a workspace.
- Secure a district email and access to technology platform for the TC if appropriate.
- Make copies of the class roster, daily schedule, school policies and rules for the Teacher Candidate.
- Introduce the TC to the school community – identify support personnel and explain how they impact the functioning of the school.
- Encourage TC to attend after-school functions and participate in Parent/ Teacher conferences (when appropriate).
- Invite TC to all relevant professional development opportunities.
- Familiarize the TC with the location/operation of the copy machine, AV equipment, and other relevant educational materials.

Cooperating Teacher as Mentor

Cooperating Teachers are models of teaching who support and mentor Teacher Candidates as they begin an intensive and sustained period of learning to teach in a context of practice. Cooperating teachers are encouraged to:

- Model the characteristics of a reflective practitioner to foster effective teaching and learning and to provide feedback on TC performances.
- Provide opportunities for TC to practice new skills in a low-risk setting.
- Allow TC to share classroom anxieties and successes.
- Maintain open and honest communication.
- Provide timely and constructive feedback.
- Encourage TC to assume greater teaching responsibility while also being willing to give up your control of the class.
- Negotiate a sequence of opportunities, to support TC’s induction into teaching, moving from observation to co-planning and co-teaching, to lead teaching responsibilities. **This should culminate in a minimum of at least four weeks of full-time teaching. (For split placements, this timeframe equates to a minimum of two (2) weeks.**
- Establish regular times to meet with TC to reflect on their teaching, student learning, curricular ideas, and strategies to implement in future lessons.
- Communicate with the RIC College Supervisor as needed about the Teacher Candidates progress, or problems/ concerns that arise
- ***If it is determined that a student teaching placement is inappropriate, or there are concerns regarding the performance of the TC, the CT must communicate this concern to the CS and the Office of Partnerships and Placements. Decisions regarding placements will be made by OPP with input from the CS, CT, and building administrator.***

- Assign the teacher candidate duties beyond the classroom to aid in the awareness of the total school community.

Cooperating Teacher as Observer/Assessor

Continuous feedback is crucial for a Teacher Candidate's improvement and refinement of necessary skills. Cooperating Teachers provide feedback by observing, conferring with, and assessing the Teacher Candidate. Effective and constructive evaluation is essential across the student teaching experience.

Assessment responsibilities include:

- Review FSEHD Student Teaching handbook rules/policies.
- Attend orientation and assessment training session scheduled by OPP.
- Complete three (3) formal Observations of Teacher Candidate and assess and score the Teacher Candidate's performance using the Rhode Island Consortium Educator Evaluation (RI-ICEE).
([RI-ICEE Observation Rubric](#)) ([RI-ICEE Scoring Guideline.pdf](#))
- Upload all RI-ICEE Scores onto Chalk and Wire.
- Develop a schedule and expectation for formal observations and assessment in collaboration with the College Supervisor. [Assessment Calendar](#)
- Participate in at least one joint observation with CS.
- Be available for discussions during the College Supervisors scheduled visits.
- Participate in team meeting with the CS and TC to discuss and identify strength and professional growth areas, including Video Analysis and Team Conference
([Team Conference -Second Observation](#))
- Review, suggest improvements for lesson plans prior to observations.
- Provide the Teacher Candidate feedback in a timely manner.
- Complete the Early Performance Assessment on Chalk and Wire after each of the first two weeks. The Early Performance Assessment was designed to help identify TC dispositional weaknesses that may require more support from OPP and/or RIC faculty.

At the end of a student teaching placement Surveys on Chalk and Wire must be completed:

- Complete Assessments of Dispositions
- Complete Exit Surveys

Section 8. Problem Resolution Protocol for Student Teaching Field Placement Difficulties

In some cases, the student teaching experience does not proceed smoothly, with problems arising that need to be addressed. The team, which includes the TC, CT, and CS, will meet to determine ways to resolve the problem(s). All members of the team should use professionalism in such situations.

Communications between Teacher Candidates and Student Teaching Team Members:

If there is a communication breakdown during the placement, the TC should arrange time to talk with the Student Teaching Team (CT and CS). If there is a communication breakdown, conflict or concern between the TC and the CT, the TC should:

1. Arrange to meet and talk outside of classroom time.
2. If the breakdown is not resolved, meet as a team (TC, CT, and the CS) to resolve the problem.
3. If the concern persists, contact the OPP Director who will set up an informal conference to help resolve the issue.
4. If an issue cannot be resolved at this informal level, then the Director will consult with the department chair and other appropriate people to find a resolution.

Expectations for Effective Meetings:

All individuals will use effective communication during the meeting and consequent meetings. This includes:

- Speak in a respectful manner, listen carefully, and let everyone speak.
- Express your thoughts while communicating.
- Check the tone of your voice and use a positive tone that shows you are willing to listen.

Teacher Candidate Success Plan

The purpose of the Candidate Success Plan is to support candidates in their development and progression through their areas of study. **The Teacher Candidate Success Plan will identify:**

- The area(s), skills or dispositions in need of improvement.
- Goals and performance objectives.
- Additional support/strategies to achieve the goal(s).
- Assessments to be used, and assignments with corresponding due dates to be completed prior/and during the student teaching placement.

Candidates are required to have a Candidate Success Plan if they fail to make satisfactory progress in meeting degree completion milestones for student teaching.

Concern with TC Performance or Dispositions

- Based on the circumstances, the Teacher Candidate Success plan may include:
 - **A Clinical Placement Pause:** requiring the student to complete a practicum experience to further develop skills needed for a more successful placement or requiring the TC to repeat student teaching the next semester.
 - Extending student teaching hours at the existing placement.
 - Repeating student teaching. **Teacher Candidates may repeat student teaching a maximum of two times (2x).**
 - Please note, a third attempt at student teaching would require an appeal to the *Academic Standing Committee*

Resolution of Placement Issues and Concerns

In instances where Teacher Candidates are experiencing issues related to performance, dispositions or violation of Student Teaching conduct codes, the following steps may be followed to determine and document appropriate intervention strategies. FSEHD reserves the right to exercise a third and more severe level of intervention in response to egregious acts, and other concerns related to dispositions, performance, rule violations and misconduct of Teacher Candidates.

- **First Level Intervention:** Any issues or concerns regarding performance, dispositions and violation of Student Teaching conduct codes must immediately be brought to the attention of the TC and other supporting student teaching team members.
 - A meeting should occur during which the issue is discussed and documented by team members including the TC, CT and CS. OPP and the academic program coordinator should also receive notification.
 - In these instances, a Candidate Success Plan may be warranted to provide clearly articulated TC support(s). The plan should also outline a timeline for follow-up with TCs and team members to ensure resolution of the issue(s) and concern(s).
 - [Teacher Candidate Success Plan](#) (see Appendix C).
 - The expectations and requirements contained in the plan must be carried out by the candidate and monitored by the College Supervisor, the Program Chair, and the College Advisor.
 - If the TC does not comply with the expectations of the Candidate Success Plan, the TC may be removed from the placement, and FSEHD has the right to refuse a new placement.

- **Second Level:** In instances of continued issues and concerns regarding TC performance, dispositions, or code violations, the team should reassemble to discuss options.
 - At this time, the Candidate Success Plan should be revisited as a guidepost to assess if success measures were met or if additional time and support is needed.
 - The team may determine if other interventions are needed including an alternative placement site or termination of the placement. In such instances, determinations will be communicated to Teacher Candidates in writing by OPP.
 - **Third Level: In instances of egregious performance, dispositional and rule violation concerns, TCs may immediately be removed from student teaching placements.** The Director of OPP, CS, CT, and the chair of the appropriate department will confer with appropriate personnel at the field placement. A meeting will be held with the TC to discuss the allegations. After a review of the circumstances, a recommendation will be made to the Dean of the FSEHD which could include ending the placement and/or removal from the FSEHD. Teacher Candidates may bring an advocate to the meeting. IF an advocate is in attendance, in accordance with the Family Educational Rights and Privacy Act (FERPA), a signed and dated consent form completed by the TC must be submitted to OPP prior to the start of the meeting.
 - **If the TC is removed from their placement, at any time of the semester (even toward the end), the TC will not earn credit for the student teaching course.**
 - **Removal from a placement may be initiated by the CT, CS or ST.**

- **FSEHD reserves the right to refuse alternative or additional placements.**
 - [RIC Manual of Academic Policies and Procedures](#) (Student Handbook)
 - [RIC Student Code of Conduct and FERPA Information](#)
 - [RIC Student Bill of Rights](#)

Student Teaching Termination Policy

Termination procedures are rare; however, any of the following conditions may be cause for termination of a candidate's placement in a field assignment:

Termination by the clinical placement site

Termination by the Clinical Placement Site will occur if it is determined:

- The classroom students' learning is significantly impeded due to the TC's lack of content knowledge.
- The classroom students' learning is significantly impeded due to inadequate planning by the TC.
- The classroom students' learning is significantly impeded due to the TC's inadequate classroom management, performance and/or discipline.
- The classroom students' learning is significantly impeded due to the TC's deficiency in oral and written communication skills.
- There is documented evidence of ethical impropriety, violation(s) of community standards or practice, or improper professional judgments on the part of the TC.
- There is documented evidence of inappropriate personal or professional behavior by the TC.

Occasionally, a school administrator will request that a TC be removed from the school. As candidates are guests in the school, Rhode Island College must defer to the building administrator's request. The removal may or may not result in the termination of Student Teaching.

Termination of clinical placement by Rhode Island College:

- Student teaching assignments may also be terminated by the authority of FSEHD and RIC.
- The FSEHD, through the approved program concept of teacher certification, is entrusted with the responsibility to recommend for certification only those individuals who demonstrate that they possess the competencies necessary for becoming successful teachers.
- Pursuant to this obligation, college supervisors must make assessments concerning a student teacher's competence in the field through evaluative visits. If, during the student teaching period, it is the professional judgment of the college supervisor that **the student teacher does not demonstrate the appropriate:**
 - knowledge, skills, and professional dispositions for becoming a successful teacher, the student teacher may be removed from student teaching.
- Failure to comply with FSEHD/OPP regulations concerning student teaching as stated in this Handbook may be cause for termination of the assignment

Termination by Teacher Candidate

- Teacher Candidates may terminate their individual student teaching experience for reasons of serious illness or other extenuating circumstances.
- If a person withdraws from student teaching and wishes to reapply in another semester, or graduate without certification, he/she will be responsible for notifying the Director of OPP.

Student Teaching Termination Procedures

1. CS's and CT's will document the causes for recommendation of termination with written observations, logs, notes, videotapes, or formal evaluations of the candidate's performance.
2. The Director of OPP will meet with the CT and CS and determine if the case warrants termination. Present at this discussion with the Director of OPP, CS and CT should be the appropriate chairperson or program director, and any other person designated by the Director of OPP.
 - a. Once a CT or CS confirms that there is cause for termination, the college supervisor presents documentation to the Director of OPP.
 - b. The reason(s) and the information which has led to consideration of termination shall be made known to the student and he or she shall have an opportunity to respond. Teacher Candidates may bring an advocate to the meeting. If an advocate is in attendance, in accordance with the

- Family Educational Rights and Privacy Act (FERPA), a signed and dated consent form completed by the TC must be provided to OPP prior to the start of the meeting.
- c. Following the discussion, a decision shall be made by the Dean of the FSEHD.
 - d. In certain cases, the candidate may be given another opportunity for another student teaching assignment the following semester. A Candidate Success Plan (CSP) will be used to ensure that the candidate has a successful experience. If problems continue after the second assignment, the candidate will be terminated from the certification program.
3. The Teacher Candidate will be notified in writing by the Director of the Office of Partnerships and Placements regarding the status of their placement.
- a. The student teacher may initiate a withdrawal from Student Teaching with an agreement to reapply in another semester. The student must follow RIC procedures for withdrawal. See [RIC Manual of Academic Policies and Procedures](#) (Student handbook).
 - b. The student may transfer to another program within the College, in the case of an undergraduate student.
 - c. The student may receive an “U” grade and appeal through the University grade appeal process.

Each case will be considered based on individual circumstances. The student may appeal any decision to the Dean of the FSEHD.

NOTE:

- **Where immediate removal from student teaching is deemed necessary, these procedures will occur before any recommendations for termination.**

Section 9. Policies and Procedures for Student Teaching

Disability Accommodations

Students requesting reasonable accommodation in a field placement/ student teaching are required to register with [Disability Services Center](#). Teacher Candidates are responsible for informing the Office of Partnerships and Placements of any reasonable accommodation needed PRIOR to the beginning of a placement.

Vaccination / COVID Protocol

- Student teachers are expected to follow the RIC and school district’s vaccination and COVID protocol.

Attendance Policies

General Information:

- Daily attendance at school, attendance at faculty, professional, and in-service meetings, and duties assigned before and after regular school hours are required.
- Candidates are expected to arrive and depart each school day at the time designated by the cooperating teacher.
- Attendance at other events that require teacher participation may be assigned by the cooperating teacher, principal, or college supervisor (e.g., PTA meetings, school dances, parent conferences).
- Candidates will take **vacation time** according to the assigned school calendar rather than the Rhode Island College calendar.

Illness

- Candidates are expected to notify their cooperating teacher as soon as possible if illness prevents them from being in attendance. The college supervisor should also be notified.
- In such a situation, it is expected that the candidate will confer with the cooperating teacher on the plans for that day.
- If more than 1 or 2 days of absences occur, a doctor's excuse may be required by OPP office.
- Excessive or prolonged absence due to illness or personal situations may result in the extension of the placement by the Director of OPP or possible repeating of placement the following semester if required hours cannot be accumulated via an extension.
- Non-approved absences may result in the candidate's removal from the placement.

Background Check

- **Every RIC student entering a field placement in Rhode Island is required to complete a comprehensive background check (BCI) through the RI Attorney General's Office.**
- Some school districts may require a national background check in addition.
- It is the responsibility of the TC to complete all required background checks before reporting to a clinical site.
- If a candidate has a felony or misdemeanor charge and working with children or youth is determined to be inappropriate, OPP will not set up a fieldwork experience for this candidate.

Virtual Teaching

Teacher Candidates are expected to participate and be fully prepared for possible virtual school days due to weather and or other extenuating circumstances. In the case of virtual or hybrid instruction, TC's will model the mode of instruction used by the assigned Cooperating Teacher, unless otherwise arranged.

Military Service and Training Policy

- If a candidate is called to military service or training, it is recommended that the candidate meets with the Director of OPP and their college advisor to discuss a plan to fulfill the degree requirements.

Bereavement

- In instances of death in family, notification must be given to the CT and CS in advance of the absence, if possible.

Personal Leave

- If it is necessary for Teacher Candidates to take an extended and formalized Leave of Absence, please refer to the Student Handbook section on Leaves of Absence. See [RIC Manual of Academic Policies and Procedures](#) (Student handbook).

Absence of Cooperating Teacher and Substitute Teaching

- All parties involved acknowledge the fact that student teaching is an apprenticeship and that a student teacher will always be under the supervision of a cooperating teacher.
- Teacher Candidates are never the teacher of record, even during the immersion phase.
- Graduate and undergraduate TCs may not serve as a substitute for the CT or another teacher while student teaching.
- The CT is the teacher of record and is legally responsible for the classroom.

Teacher Strike

- Neither the college nor TCs have a contractual agreement with the school system;
- Candidates are participating in a long-term academic experience at the invitation of the school system.
- Candidates are not involved in determining policies or procedures of the school or teachers' associations or unions.
- If a job action or strike situation should arise during a candidate's placement at the school, the candidate must contact the college supervisor or the Office of Partnerships and Placements to review instructions on how to proceed based upon current situation

Mandatory Reporting

- Each school has policies in place for all adults working with children and young people.
- The TC is responsible for asking, knowing, and following the [RI Department of Children, Youth and Families Child Protective Services policies.](#)

Section 10. RIC-FSEHD Clinical Placement Information

Preparing for your student teaching placement

- Contact your Cooperating Teacher and meet to talk about the students and upcoming placement.
 - Teacher Candidates may not contact their CT until they have official notification from OPP. Official notification of Placement will be emailed to TC approximately one month prior to student teaching assignment.
 - TC may begin meeting and planning with CT as soon as they have official notification
- TC, CT, and CS should exchange contact information and agree to the most effective way to communicate outside of the classroom (text, call, email, in person meetings)
- TC should request, review and have a clear understanding of all clinical site policies and procedures
- TC should introduce themselves to school administration and support staff
- TC in collaboration with CT should send a letter, email or another type of communication to parents/guardians of each student introducing themselves as a student teacher

Expectations during your student teaching placement

- Interact with children and youth in a manner that builds positive self-confidence in each student.
- Develop a professional growth plan through self-reflection and identify areas of growth based on feedback from the CT and CS.
- Prepare lesson plans and other classroom activities as required by the CT.
- Ask for and participate in daily feedback session with the CT.
- Work with the TEAM (CT and CS) to schedule assessments and conferences consistent with assessment timeline [Assessment Calendar](#)
- Participate in professional development opportunities offered at Clinical Site. Attend faculty meetings, parent-teacher conferences after-school functions.
- Follow the calendar (weather related delays/cancellations) of the school district (Not RIC).
- Notify CS and/or OPP of any concerns at clinical site not addressed by the CT.
- Obtain permission from parent/guardian.

Phases of Student Teaching

Phase I: Induction - Week 1-2

Phase I is the TCs introduction to the classroom. The TC observes and engages in non-academic responsibilities. The TC gradually assumes additional responsibilities and should begin to plan and implement lessons with students. In most programs, at the end of the first or second week, the CS, CT and TC make plans for creating the *Teacher Candidate Work Sample*.

- Observe students, class, school
- Meet school staff
- Learn culture, rules routine of school
- Begin to engage, plan, and implement lessons
- Identify and plan units to be taught

Phase II: Immersion - Weeks 3-12 for Full Placement / Weeks 2-6 for Split Placement

Phase II is the progressive sequential involvement during which time TC undertakes greater responsibility for daily teaching. During the second phase of student teaching, the TC assumes complete responsibility for the classroom's daily operations (four-week minimum for a full placement, two-week minimum for a split placement). Full-time student teaching for secondary education TCs is at least three class preparations. If TC is in a split placement, TC meets this two-week requirement in each placement.¹

- Assume more classroom responsibilities
- Consult with team to create Professional Growth Goals
- Teach unit based on the TCWS
- Maintain the day-to-day operations of the classroom for a minimum of four weeks for full placement, two weeks for split placement

Phase III: Culmination - Week 13-14 (Full Placement) Week 6-7 (Split Placement)

Phase III closes with the transition of the classroom back to the CT. This phase normally occurs over a one-to-two-week period. During this phase, each TC must conduct three 45- to 60-minute observations outside of the assigned placement classroom. The TC's reflections on this visit will be recorded in the student teaching exit survey administered through Chalk and Wire.

Transition the classroom back to the CT

- Complete TCWS for scoring by due date
- Visit and observe in other classrooms and school areas
- Complete the Student Teaching Exit Survey

Clinical Placement Requirements

Early Performance Evaluation

- CT completes an evaluation (dispositions and performance) for any indication of support needed for a successful placement.

RI-ICEE Observation of Performance Evaluations 1, 2 and 3.

- See the [RI-ICEE Scoring Guideline](#) for score requirements.

Team Conference

- The purpose and elements of the team conference after the joint observation (observation 2) is described in some detail here [Team Conference -Second Observation](#). Further questions should be asked to your college supervisor.
- Video Analysis

Clinical Placement Calendar: Full /Split and Assessment Timeline

- [Assessment Calendar](#)

Readiness for Licensure

Once a TC successfully completes their student teaching experience and all requirements of their program and for graduation (degree is conferred on transcript), the Office of Partnerships and Placements can recommend them to RIDE for certification in the state of Rhode Island. Once certification has been recommended, RIDE will notify TCs via email the procedure for applying for certification.

OUT of state licensure: Follow the procedure set by individual states:

- MA: <https://www.doe.mass.edu/licensure/out-state-applicants.html>
- CT: <https://portal.ct.gov/SDE/Certification/Bureau-of-Certification>

Appendix A. Student Teaching Handbook Acknowledgement

Student Teaching Handbook:

- I hereby acknowledge that I have read the Student Teaching Handbook in its entirety and understand the policies, procedures, and guidelines outlined in this handbook .

- My signature below serves as proof that I am aware of and agree to, the Office of Partnerships and Placement's processes, eligibility requirements, policies, guidelines, procedures, and deadlines outlined in the Student Teaching Handbook.

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Teacher Candidates' Name (Printed)

Teacher Candidates' Name

Appendix B. FSEHD Candidate Success Plan

The purpose of the Candidate Success Plan is to support candidates in their development and progression through their areas of study. Candidates are required to have a success plan if they fail to make satisfactory progress in meeting degree completion milestones including but notwithstanding, practicum, internship, and student teaching experiences. Meeting stated program milestones and outcomes are necessary for program continuation and completion. The plan identifies area(s) needing improvement, goals, performance standards, additional support to achieve goal(s), assessments to be used, and assignments with corresponding due dates. *The expectations and requirements contained in the plan must be carried out by the candidate and monitored by the College Supervisor.*

Candidate Name:

Program:

College Supervisor:

Program Chair:

College Advisor:

Date:

Notes (Please use the space below to provide a context for why the Success Plan is needed):

Area(s) Needing Improvement - identify discrete areas of academic or professional behavior improvement What are the areas of academic or performance concern?	Goal(s) - determine clear success outcomes What success goals can be established to address the areas of concern?	Performance Objectives	Additional Support to Achieve Goals	Assessment to be used

FSEHD Candidate Success Plan

ASSIGNMENTS	Due Dates

Signatures

Candidate:	Date:
College Supervisor:	Date:
Program Chair:	Date:

Appendix C. Candidate Success Plan Progress Report

Candidate Name:	
Program:	
Program Coordinator:	
Program Chair:	
Date:	

Assignment	Date Submitted by Candidate	Date Reviewed by College Supervisor	Progress Standard(s) Met or Not Met

Appendix D. Video Recording Protocols

Before videoing your teaching performance(s), the student teacher needs to do the following.

- ensure that all students recorded have provided consent to be videoed.
- In some cases, consent has already been obtained from the school/building administrators; you should check to see if that is the case and who in your classroom (if anyone) did not give consent.
- If the school did not obtain consent, it is your responsibility to obtain consent from the students' parents, the cooperating teacher and to consent to provide the video of you teaching as a potential teaching resource.
- Fillable Consent PDF forms may be found [here](#), and on the Student Teaching Google Classroom.

