

RIVIER COLLEGE

Masters in the Art of Teaching Spanish

Program Handbook

Revised August 2008

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I. INTRODUCTION AND WELCOME

Welcome to the M.A.T. Program in Spanish

We are pleased to have you join a community of educators committed to excellence in teaching, love of knowledge, and respect for the unique gifts of each individual. This program offers the opportunity to engage with a diverse group of learners and professionals who possess a broad range of interests and abilities. The program is designed to offer practical skills, professional enrichment, and reflective understanding through its learning challenges and rewards.

Please refer to the School of Graduate Studies Catalog for additional description of the graduate programs. This Handbook provides an overview of the program leading to a Master's in the Art of Teaching (M.A.T.) with a special emphasis on Spanish Secondary Education. Degree candidates may also complete the requirements necessary to teach in New Hampshire's public secondary schools. Prospective students are encouraged to read the handbook in its entirety before commencing the program of study. Additional inquiries should be directed to Dr. Barry Jackson, Director of the Spanish Program, at (603) 897-8204 or bjackson@rivier.edu.

II. THE RIVIER COLLEGE MISSION

Founded in 1933 by the Sisters of the Presentation of Mary, Rivier College is a Catholic institution dedicated to transforming hearts and minds to serve the world.

As a co-educational institution of higher learning, the College is dedicated to the education of undergraduate and graduate students in both the liberal arts and professional courses of study.

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the College educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the College community is to search for truth through the dialogue between faith and reason.

Rivier creates an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the College. To participate in the life of Rivier College is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless. The College extends to all of its members and also to the greater community an invitation to join in intellectual inquiry and dialogue.

III. CORE BELIEFS OF THE RIVIER COLLEGE PROFESSIONAL EDUCATOR PREPARATION PROGRAM (PEPP)

A. Mission

The mission of the Rivier College Professional Educator Preparation Program is to assist students in realizing their goals through personal commitment, cultural development, and professional competence. We help our students to reach these goals by promoting excellence and ethics in teaching and learning: appreciation for cultural diversity, service to and compassion for others, commitment to social justice, reflection on the complexities inherent in the profession, and responsibility for continued research. We are committed to preparing our students to serve diverse learners and communities in collaboration with others in a variety of professional and leadership roles -- as teachers, administrators, counselors, and researchers.

B. Core Beliefs

The Rivier College PEPP strives to instill sensitivity to the following core beliefs and practices across all of its programs:

INCLUSION AND CULTURAL COMPETENCY

Graduates of the PEPP are cognizant of students' various learning profiles as influenced by culture and special needs and practice from a culturally competent perspective, demonstrating specific skills to effectively engage *all* learners.

COMPETENCE IN SUBJECT AREAS

Graduates of the PEPP demonstrate competence in their discipline by developing a deep understanding of their subject matter and updating their knowledge and skills. Graduates understand how to teach their content, promote love of learning through their passionate engagement with the discipline, and develop disciplinary habits of mind and ways of thinking in their students.

FACILITATING ACTIVE LEARNING

Graduates of the PEPP embrace the notion that students must be actively engaged in their own learning. Through their awareness of the diverse developmental and learning needs of students, graduates create a community of learners by developing effective strategies that guide and engage students. They develop appropriate curriculum, based on evidence-based practice.

COLLABORATION AND COLLEGIALITY

Graduates of the PEPP communicate and interact with parents/guardians, families, school colleagues, and the community to support student learning and well-being. They pursue professional development, network with peers, and contribute to the scholarly development of the field. Graduates understand their responsibilities for the preparation of the next generation of educators, value the policies, practice, and culture of their workplace, and consistently practice with legal and ethical standards in mind.

REFLECTIVE PRACTICE

Graduates of the PEPP recognize that professional knowledge and educational theory grow out of active reflection on practice. Through observations of their students' performance, graduates continuously assess the effects of their decisions to ensure equity and growth among all students.

ACTIVE AGENTS OF SOCIAL CHANGE

Rivier College, in its tradition and heritage, is dedicated to the tenets of Catholic Social Teaching, placing special emphasis on the ideals of peace and social justice; indeed, graduates of the PEPP bring to the school environment not only a recognition of such social issues as poverty, inequality, and racism, but also actively seek to be agents of change, challenging the community to be more ethically aware of the plight of the poor and powerless.

IV. PROGRAM OVERVIEW

The M.A.T. in Spanish for Prospective Teachers is a 36- to 39-credit program of graduate study in the fields of secondary education and Spanish. Rivier College offers both a certification option for students aiming to be recommended for secondary Spanish licensure and a non-certification option for students who are not seeking licensure.

Any applicant interested in obtaining the credentials to teach 7-12 Secondary Spanish in New Hampshire's public schools must also demonstrate that s/he has the knowledge, disposition and skills to teach at the secondary level through participation in the PEPP. This includes applicants wishing to complete a student teaching experience through Rivier College as part of a licensure plan through another state. Certification often requires an applicant to take additional coursework in his/her chosen field of study. The Teacher Preparation Standards pertaining to the various certification areas are posted on the NH Department of Education website (see [laws and legislation, ED 612.11](#)) and are included as an appendix to this Handbook.

V. ADMISSION PROCEDURES

All applicants, including those interested in certification only, must submit a completed application to the [Office of Graduate Admissions](#). Applications are available through the Office of Graduate Admissions and through the College website. Applications are accepted throughout the calendar year and reviewed upon receipt. Applicants are encouraged to phone, email, and/or meet with the Director of Secondary Spanish Education prior to making a formal application to assure appropriate scholarship related to his/her content area and select the program most suited to his/her academic preparation, life experiences and career goals.

Acceptance into the graduate degree program is contingent upon a holistic review of the materials presented. See Rivier Catalog. Applicants interested in seeking licensure to teach in New Hampshire's public schools must also demonstrate that they have the

knowledge, disposition and skills that make them a suitable candidate to enter a teacher certification program. An applicant seeking certification must hold a baccalaureate degree in the field in which s/he seeks certification or in the case of degree holders in other fields, equivalent life experience as determined by the Director of Modern Languages. Transcripts will also be reviewed to verify that applicants have satisfied the general education requirements listed in the NH DOE 6.09 standards. Applicants found to be lacking in a particular Spanish or general education content area will be required to complete additional coursework.

VI. TRANSFER OF CREDIT AND WAIVERS

Candidates for the M.A.T. in Spanish at Rivier College may transfer a maximum of nine graduate credits, provided that: (1) these credits were earned at an accredited college or university, (2) these credits are of a B grade or better, (3) these credits have been approved as to their applicable content by the Director of the Spanish Program. Transfer credit will not be provided for graduate courses counted for a degree granted at any institution.

Students wishing to request a waiver for coursework completed at a previous institution must make the request at the time of formal application. Students in the M.A.T. Spanish program for Prospective Teachers must attain a minimum of 36.0 graduate credits; however, many students need 39.0 credits to complete all certification requirements. Credits for coursework waived--rather than transferred in--must be substituted with elective coursework. There are no exceptions to the early field-based experiences or the semester-long teaching internship, and this must be taken into consideration at the time of application. Students unable to complete the early field-based experiences and the teaching internship will not be recommended for licensure.

VII. MID-PROGRAM REQUIREMENTS FOR ALL STUDENTS SEEKING SECONDARY LICENSURE

A. Application to the PEPP

A. . Admission to the Professional Educator Preparation Program:

Rivier College is committed to the success of students in their pursuit of careers as teachers, counselors, school psychologists and school administrators. To address this commitment in a meaningful way, student performance is evaluated on an ongoing basis. After completion of at least 12 graduate credits at Rivier College, including at least one field experience and one content course, students may apply to join the Professional Educator Preparation Program leading to secondary mathematics licensure in New Hampshire. At this point, the PEPP committee will confirm that you are making adequate progress toward your goal of teaching Spanish, both in academic work and personal disposition. Continued good standing in the PEPP is required for all candidates wishing to be recommended by Rivier College for Alternative I licensure or planning to complete a student teaching internship. Applicants should gain acceptance into the PEPP

well before applying for a student internship experience. Consideration is given to academic performance, disposition and appropriateness/readiness to enter the professional field in which the student intends to specialize.

Following completion of 12.0 graduate credits and prior to completing the 19th credit, degree students must schedule a formal meeting with the Director of the Spanish Program, and file a request for admission to the PEPP. This is an opportunity for both the student and the Director to reflect on the choice of field and specialty the student is pursuing, and provides an opportunity to closely examine the progress being made.

To file a request for admission to the PEPP, the applicant must complete the following steps:

- The applicant must have been admitted to the M.A.T. Spanish Program or admitted into the graduate certification program.
- Students seeking licensure prior to completion of a Masters Degree must have successfully completed all elements of the Praxis I test. Students who have developed a plan for certification in another state may request permission to substitute that state's exam.
- The applicant must complete with a B (3.0) average, or better, at least 12 graduate credit hours at Rivier College. At least one course should involve an early field-based experience and at least one course should be a Spanish content course.
- The applicant must meet with the Director of the Spanish Program and file an Application for PEPP and if satisfactory progress is being made, the Director will recommend the student to the Professional Educators Preparation Program.

Praxis Examinations:

Praxis Examinations are standardized examinations required by the State of New Hampshire and administered by the [Educational Testing Service \(ETS\)](#) of all professional educators prior to licensure. Students obtaining a content masters degree such as the MAT are exempted from PRAXIS I. This does not apply to conversion (certification-only) students.

VIII. CRIMINAL RECORDS CHECK

All prepracticum students are required to comply with state legislation that requires all persons, who regularly come in contact with children and youth on a daily basis for a period of time, undergo a full criminal record check, including fingerprinting. The prepracticum student will assume the responsibility for all costs related to this process.

IX. ACADEMIC PROBATION AND DISMISSAL

Students in the M.A.T. Spanish Program are subject to all academic requirements listed in the graduate catalog.

If, at any time during the program, the student's average falls below B (3.0), the student is placed on probation. The student remains on probation for one calendar year, until the deficiency is removed or the student is disqualified. A student demonstrating an inability to perform at the graduate level will be subject to immediate dismissal.

During course work, students are evaluated for academic as well as professional, personal characteristics including interpersonal and communication skills needed to perform effectively as teachers. If any of these skills are insufficient, the student's status will be reviewed by the full-time faculty of the Education Department for possible dismissal from the certification program.

The program sets high standards for its students in order to assure that graduates will be prepared to serve effectively in educational settings.

X. ADVISING, FEEDBACK, AND COUNSELING THROUGHOUT THE PROGRAM

Program advancement is not automatic. To advance in the program students must: maintain a G.P.A. of 3.0 or better and receive positive assessments from the faculty and instructors. Students seeking certification must receive positive Professional Preparation report(s) from the instructors of core education courses; complete any required pre-practicum hours, and receive positive evaluations from school supervisors. Both the Education Department and the Spanish Program have advisory systems that provide information to candidates on the criteria for success, what candidates must do to meet these criteria, and the consequences and options if criteria are not successfully met. Students who fail to meet articulated standards with respect to the knowledge, skills, and disposition for teaching will be advised of the options open to them and counseled into other fields.

Candidates are responsible for scheduling an advisory meeting with the Director of the Spanish Program at four specific junctures.

- Following acceptance into the master's degree or certification program
- Upon completion of 12.0 graduate credits
- Upon application to the final field-based experience: the teaching internship.
- Upon filing for Intent to Graduate

XI. DISPOSITION AND ACTION PLANS

In an attempt to articulate clearly our beliefs in the importance of professional and ethical dispositions, the faculty has identified specific dispositions for all graduates of PEPP. These dispositions include areas in professional commitment and responsibility and intra/interpersonal skills. Professional commitments and responsibility include student behaviors such as enthusiasm, self-confidence, organization, reliability and maturity. Intra/interpersonal skills include areas such as the ability to reflect, collaborate, solve conflicts productively, communicate and display good judgment.

The Professional Disposition Qualities forms are completed by [students](#), [faculty and/or cooperating practitioners](#) in introductory education courses, one or more methods courses, and at the end of each field placement. All forms are kept in the students' files. Students are expected to achieve at high levels in all areas of the disposition form. Students will respond to their professional disposition qualities in their electronic portfolio.

When students are rated "occasionally" or below, they are in need of an action plan in order to facilitate and guide the student's further development and progress towards achieving certification. The action plan is meant to be a collaborative effort to assist the student in strengthening all areas of development. This plan and the timeline for the plan both are developed by program directors and student. Other faculty or cooperating practitioners might be asked to attend this meeting, if necessary. Copies of the action plan and timeline are sent to the student's academic advisor and content director and a copy is placed in the student's file. Students are expected to successfully action plans within the given timeline.

If the student is unsuccessful in completing the action plan, the faculty will review his or her status and then determine whether continuation in the program is advisable. At this time the student may be advised to consider other career options and placed on program probation. Unsuccessful completion of the probation will lead to referral to the faculty for vote for dismissal from the PEPP. A student may be dismissed from the certification program during the improvement process, depending on the severity and/or persistence of the problem.

In cases of conflict or discrepancy concerning any part of this process, students may petition in writing for a conference to be scheduled with the student, cooperating practitioners and/or the program director and the education division chair.

XII. PROGRAM COMPONENTS AND DEVELOPMENTAL SEQUENCE

The master's degree program in Spanish education is a 36-39-credit program of study. Candidates seeking certification follow a well-planned scope and sequence of studies and experiences which enable them to demonstrate the core competencies encompassed in the New Hampshire Professional Educator

Standards. The program includes: three 3.0-credit courses in the field of education (see Table 1), 75 hours of early field-based experiences, and a semester-long teaching internship (6.0 credits) that also includes a weekly seminar. The curriculum helps prospective educators to develop affirming attitudes toward individuals from diverse backgrounds and with diverse learning styles and a commitment to making schools places where all students have access to meaningful curriculum and instructional practices that provide an opportunity to succeed. Candidates seeking certification are required to construct a standards-based Teaching-Learning portfolio.

The required Education coursework for the M.A.T. with certification is listed in Table 1. Degree candidates are expected to complete at least one education course involving an early field experience before applying to the Professional Educator Preparation Program.

Table 1: Coursework in Education required for the M.A.T in Spanish.

03: Philosophy of Education	(3.0)
515: Psychology of Adolescent & Adult Development (<i>Field Component</i>)	(3.0)
533: Managing Adolescents: Survival Skills for Secondary Teachers (<i>Field Component</i>)	(3.0)
647: Internship/Seminar in Secondary Teaching (minimum of 14 weeks) requires Construction of a Teaching Learning Portfolio (<i>licensure candidates only</i>)	(6.0)

The “content area” coursework required to complete the M.A.T. in Spanish consists of advanced courses in Literature, Culture, History and Language which rotate on a two or three year schedule. Therefore, the specific sequence will vary depending on when the student enters the program. Students must demonstrate their competency in Spanish before applying for the PEPP and should hence select some of these courses early in their program. The classes are designed to address the various 612 standards for certification, and should be selected in consultation with the program director.

Table 2: Representative content courses for the M.A.T in Spanish.

650 Latin American Women Writers	(3.0)
710 History of the Spanish Language	(3.0)
A 528 Cervantes and his Time	(3.0)
A 629 Fiction of the Americas	(3.0)
A 530 Modern Latin American Fiction	(3.0)
A 610/611 Spanish Culture through Film and Music	(3.0)
SPA 560 Topics in Advanced Spanish Grammar	(3.0)
SPA 551 Hispanic Minorities in the U.S.	(3.0)

In addition the requirements for the M.A.T. in Teaching Spanish include several courses which focus on the teaching of mathematics. The Methods course must be completed prior to the student teaching internship, ideally in the year immediately prior to the internship.

Table 3: Coursework in Spanish Education required for the M.A.T in Spanish.

507: Modern Language Teaching Methodology (<i>Field Component</i>)	(3.0)
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XIII. STANDARDS FOR CERTIFICATION ED 612.11
STANDARD ED 612.08
Modern Languages K-12

Additional preparation program in modern languages for grades K-12 shall provide the teaching candidate with skills, experiences, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas.

STANDARD	COURSES
<p>STANDARD a: In the area of oral communication, the ability to interact appropriately in the target language, as demonstrated by meeting the requirements of <i>one</i> of the following:</p>	
<p>1. Having the ability to understand equivalent to a minimum of “Intermediate High” according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines – Speaking (1999) stating that Intermediate High speakers are able to: converse with ease and confidence when dealing with most routine tasks and social situations of the intermediate level; and relate to work, school, recreation, particular interests, and areas of competence; <i>OR</i></p>	<p>All Masters level classes are conducted in Spanish and fulfill this standard</p>
<p>2. Having the ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined on p. 24 of the New Hampshire Guidelines for World Language Learning K-College, published by the New Hampshire Association of World Language Teachers (1997).</p>	
STANDARD	COURSES
<p>STANDARD b: In the area of written communication, the ability to understand and create written materials in the target language for a variety of purposes and audiences, including, but not limited to:</p>	SPA 530/531
<p>1. Comprehending factual information in non-technical prose as well as concrete topics related to special interests;</p>	
<p>2. Locating and interpreting main ideas;</p>	<p>SPA 526 SPA 528 SPA 650</p>
<p>3. Making inferences with regard to unknown vocabulary;</p>	<p>SPA 530 SPA 629</p>

4. Writing with precision and detail in functional areas, including, but not limited to: resumes, summaries, correspondence, narrations, and note-taking;	SPA 610/11
5. Writing on specific topics of interest to the candidate;	
6. Making use of printed and electronic information obtained from various sources; and	SPA 640 ML 751
7. Creating written materials that describe, define, and analyze.	SPA 6 40
STANDARD c: In the area of cultures, the following knowledge and abilities: 1. Knowledge of manners, customs and ranges of cultural expression, including: music, dance, art, and drama, relating to various target language societies, including: a. Ability to understand cultural practices of the major geographical areas where the target language is spoken;	SPA 610/611 SPA 551 SPA 645
STANDARD	COURSES
b. Knowledge of the cultural and historical significance of characteristic art forms of a target language society;	SPA 610/611 SPA 645
c. Ability to identify and model culturally appropriate social behaviors, such as greeting rituals and gestures, in a variety of contexts;	ML 751
d. Ability to use the essential target language vocabulary referring to: art, music, dance, drama, and other forms of cultural expression; and	SPA 610/611
e. Ability to explain the cultural and historical significance of characteristic art forms of a target language society;	SPA 610/611 SPA 528 SPA 640
2. Knowledge of representative types of literature and various media of target language societies, including: a. Understanding of literary themes and perspectives across authors, genres, and regions;	SPA 526 SPA 528 SPA 530 SPA 629 SPA 650
b. Comprehension of meaning and implications drawn from various target language media;	SPA 610/611
c. Ability to compare and analyze literary themes and perspectives across authors, genres, and regions;	SPA 629 SPA 650
d. Ability to explain the influence of historical context on form and point of view for a variety of literary works; and	SPA 528

STANDARD	COURSES
e. Ability to compare and analyze topics as presented in various media, such as: television, radio, software, films, Internet sites, periodicals, inscriptions, graffiti, and other texts;	SPA 610/611
3. Knowledge of history, geography, social institutions, and contemporary events of various target language societies, including: a. Knowledge of the significance of key figures, such as: scientists, mathematicians, inventors, leaders, and events, both past and present;	SPA 526 SPA 550 SPA 610/611
b. Knowledge of geographical aspects, such as: natural resources, weather and climate, population, and main economic activities, and how they relate to the development of the major target language countries;	SPA 550
c. Knowledge of social structures, roles and attitudes, such as: class, gender, population, family, work, leisure, of the major target language countries, where appropriate;	SPA 650
d. Knowledge of political systems and institutions of the major target language countries, including, but not limited to: government; education; statutory, common, and civil law; and the administration of justice and law enforcement;	SPA 526 SPA 550
STANDARD	COURSES
e. Ability to use maps, charts, graphs, electronic images, and other geographical representations to describe and discuss target language countries;	ML 751 SPA 645
f. Ability to identify and describe significant social institutions, roles, and perspectives of the target language cultures;	SPA 650
g. Ability to compare and contrast the impact of key figures and events on the development of target language countries; and	SPA 645 SPA 610/611
h. Ability to analyze different perspectives of historical and contemporary events of target language countries, using a variety of media and technologies.	SPA 610/611

<p>STANDARD d: In the area of connections, the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines, including:</p> <ol style="list-style-type: none"> 1. Knowledge of connections between various disciplines and the target language; 	<p>SPA 629</p>
<ol style="list-style-type: none"> 2. Knowledge of the range of career opportunities for speakers of more than one language; 	<p>Advising sessions</p>
<ol style="list-style-type: none"> 3. Ability to solve simple math problems and analyze data in the target language, including, but not limited to data in: timetables, schedules, charts, and graphs; 	<p>ML 751</p>
<p>STANDARD</p>	<p>COURSES</p>
<ol style="list-style-type: none"> 4. Ability to describe and compare how nutrition, physical fitness, sports, and leisure activities are conducted in areas where the target language is spoken to those practices in the United States; 	<p>ML 751 SPA 550</p>
<ol style="list-style-type: none"> 5. Ability to identify the currency, principal products, and systems of exchange, such as bargaining and bartering, of target language countries; 	<p>ML 751</p>
<ol style="list-style-type: none"> 6. Ability to understand science issues from more than one cultural perspective; and 	<p>ML 751</p>
<ol style="list-style-type: none"> 7. Ability to describe and discuss career paths that would be enhanced by knowledge of more than one language. 	<p>Advising sessions</p>
<p>STANDARD e: In the area of comparisons, the following knowledge and abilities:</p> <ol style="list-style-type: none"> 1. Knowledge of methods and techniques of teaching a modern world language, including: <ol style="list-style-type: none"> a. Ability to comprehend and apply the theories and processes involved in developing the following skills in a second language: listening, speaking, reading comprehension; and writing; 	<p>ML 507</p>
<ol style="list-style-type: none"> b. Ability to apply knowledge about second language acquisition by designing, presenting, and assessing activities to promote the following skills: listening, speaking, reading, and writing; 	<p>ML 507 ML 751 ML 660</p>
<p>STANDARD</p>	<p>COURSES</p>
<ol style="list-style-type: none"> 2. Knowledge of and ability to use the target language to explain its structure to a variety of learners, including: 	<p>ML 507 SPA 560</p>

a. Knowledge of the grammar and syntax of the target language;	
b. Knowledge that differences exist in language use among different groups in such areas as: vocabulary, pronunciation, and level of formality;	
c. Ability to organize parts of speech into grammatically and syntactically correct sentences;	ML 507 SPA 560
d. Ability to analyze linguistic structures of the target language; and	SPA 560
e. Ability to compare and contrast distinctions between standard and non-standard varieties of the target language;	SPA 640 SPA 610/611
3. Knowledge and skills relating to ranges of cultural and social differences of various target language countries, including:	ML 700 SPA 550 SPA 629
a. Knowledge of the cultural differences among various countries where the target language is spoken; and	
b. Ability to compare and contrast cultural practices and social roles, such as: bartering, ceremonies, and interpersonal relationships, among various countries where the target language is spoken;	SPA 640 SPA 650
STANDARD	COURSES
4. Ability to use current technology to support student learning, including ability to:	ML 507 ML 751 SPA 610
a. Operate the equipment needed for the technology; and	
b. Design activities, projects, lesson plans, or any combination of them, using technology;	ML 507 ML 751
5. Knowledge and skills relating to assessment and evaluation, including:	ML 507 SPA 705
a. Knowledge of contemporary assessment methods; and	
b. Ability to create appropriate tools for assessing student performance as pertaining to appropriate levels of the national standards for communication, culture, connections, comparisons, and community.	ML 507 ML 751
STANDARD f: In the area of communities, the ability to understand ranges of culture within local communities, including the ability to:	ML 700
1. Identify cultural communities of the target language and the events that are sponsored within these communities;	

2. Identify native speakers in the national and local community; and	ML 700
3. Incorporate national or local target language community members, resources, and events into the curriculum and instructional activities.	ML 751

XIV. THE EARLY FIELD-BASED EXPERIENCES

Taken as a whole, the clinical component, which consists of 75 hours of early field-based experiences (also called Pre-Service Teaching Experiences PSTEs) and a semester-long teaching internship, provide teacher candidates with a progression of structured experiences working with students in schools. The nature of the experiences evolves with the advancement of the teacher candidate, moving from observation and analysis of individual learning to observation and analysis of student-to-student and teacher-to-student interactions to assisting the teacher with classroom duties, and one-on-one tutoring. Field experiences connected with more advanced courses emphasize engaging small groups of learners, whole-group instruction, lesson planning, and assessment of student learning. Evidence of successful completion of the early field experience component is required upon application to the teaching internship. Assignments in each student’s respective methods course align with the teacher preparation standards in the candidate’s area of certification. Students must develop a unit plan and teach a lesson and receive feedback on their teaching from the school supervisor. Students who do not receive positive assessments from their school supervisors will not be admitted into the PEPP or the teaching internship.

Placement Guidelines

The PSTE experience in early coursework serves the following purpose:

- a. Students confirm their decision to become teachers.
- b. Students see various teaching techniques in practice.
- c. Students become aware of the challenges of daily classroom teaching and management.
- d. Students become aware of the breadth of mathematics teaching.
- e. Students observe a variety of experienced teachers in the hopes of finding a suitable cooperating teacher for student teaching.

The PSTE experience should include the following settings and environments:

- a. Different grade levels: 7-9, 9-12.
- b. Different school sizes and types: large, small, rural, suburban, and urban, possibly religious.

- c. Different academic levels: foundational, college prep, accelerated.
- d. Different teaching styles: teacher-centered, student-centered, classic techniques, progressive education.

Students will apply theories and strategies learned in the course in the school setting. Students will be involved in activities in the school setting such as, but not limited to:

- a. Observation;
- b. Tutoring;
- c. Working with small groups of students on a single lesson; and

NOTE: It is a requirement of the methods course (and of the newest state guidelines), that by the end of the PSTE in the methods course, each prospective student teacher will have taught at least one lesson.

Field Placements

Rivier College has a collaborative formal relationship with four local school districts. Field placements in the districts of Nashua, Hudson, Litchfield and Londonderry must be arranged through the Education Field Office in the Education Department. Selection of a site outside of these districts should be arranged by the student with approval of the course instructor. Once a placement has been arranged, it is the student's responsibility to contact the prospective supervising teacher to schedule an orientation meeting. Meetings should happen in a timely fashion.

Forms Associated with the Early Field-Based Experiences

There are a number of forms associated with the early field-based experiences. These forms include a [pre-practicum application](#), a [PSTE Contract](#) in which the classroom teacher indicates his/her agreement to host and supervise the pre-practicum student; and a [Teacher Evaluation form](#) in which the host teacher indicates his/her formal assessment of the student. Students must keep a signed [log](#) of all hours spent at the pre-practicum site. Pre-practicum paperwork is issued by and returned to the Director of Secondary Education who forwards all paperwork to the Education Field Office [EFO] in the Education Department. Additional copies can be downloaded from the Education Department website. Students must retain a copy of all field-related documents for their personal records.

PSTE Journal Guidelines

As part of all PSTE, you are expected to keep a journal in addition to whatever other specific assignments you are given. This journal requirement is a requirement in addition to the requirement to keep a log of your hours.

- 1) You are to write a half-page (typed, preferably) reflection for each PSTE. If you observe one teacher all day, one entry will suffice. If you observe more than one teacher, separate entries are required. Observations on separate days always require more separate entries.

- 2) A copy of this journal is to be submitted for review at semester's end. They will become part of your portfolio that remains at the college.
- 3) Before each observation, you should think about one or two aspects of classroom teaching you would like to focus on (these may be suggested by your instructor). Some additional items you might note are listed below:
 - a. Classroom appearance
 - b. Teacher's materials
 - c. Classroom management/interaction with students
 - d. Student responsiveness
 - e. Learning activities employed
 - f. Engagement of ESL, special education, and gifted learners
 - g. Engagement of different learning abilities
 - h. Intellectual challenge
 - i. Skills development
 - j. Time-on-task
 - k. Ideas and practices that you wish to incorporate into your own repertoire
 - l. Ideas and practices that you wish to avoid in your own teaching

Removal from a Field Experience in Progress

Occasionally it becomes necessary to remove a teacher candidate from a field experience. In such instances the following process is to be followed.

1. Cooperating teacher and/or College Supervisor prepare written documentation of the issue(s) making the recommendation for removal necessary.
2. Documentation is forwarded to both the College Supervisor/instructor and/or Content Program Director as appropriate.
3. Cooperating Teacher and College Instructor/supervisor review the issue with the teacher candidate and, together, develop a plan of action to correct any perceived deficiencies/weaknesses. The plan must contain the recommended corrective action and the timeline.
4. Plan of action is signed by teacher candidate, Content Program Director, and Director of the PEPP
5. In the event that the supervisory team feels that the teacher candidate failed to make the corrective recommendations, then the teacher candidate is provided with two options:
 - a. Repeat the field experience at a time convenient to the partner school district and Rivier College
 - b. Choose an alternative field of studyCollege Instructor and/or Cooperating Teacher meet with the Content Program Director and Director of Rivier PEPP who issue the candidate and the College Academic Affairs Division written notification of the aforementioned decision.

XV. THE FINAL FIELD-BASED EXPERIENCE: THE TEACHING INTERNSHIP

The teaching internship is a semester-long field-based experience, which approved students conduct during the final term of study. Students must complete the teaching practicum at the level at which they are seeking licensure. The experience requires the teacher candidate to “demonstrate the ability to perform competently each of the competencies [described in [ED 610.02](#)]”. Preparation standards must be shared with the cooperating teacher who agrees to mentor supervise the intern. Details of the student teaching experience are described in the Student Teaching Handbook, which is issued to admitted teacher candidates by Director of Secondary Education.

Prospective teaching interns should be aware that the internship and seminar require a significant amount of work and are encouraged to refrain from other coursework and limit other commitments during the semester. By the end of the internship, the prospective teacher will have taken on a full-time load including preparation and grading. In addition, students develop and present a portfolio highlighting how their coursework and field experiences satisfy the NH teacher education standards.

Criteria for Admittance into the Teaching Internship

Students must complete the process for gaining approval to enter the teaching internship in the semester prior to that in which they will conduct the internship. Students must file an [Intent to Student Teach form](#) in the semester prior to the teaching internship. Forms are available from and submitted to the Division of Education.

Semester of Intended Student Teaching	Intent Form Filing Deadline	Contract Due
Fall Term	First week in February	November
Spring Term	First week in October	April

The approval process is designed to ensure that only those students who have satisfied all program requirements and maintained all Program standards are admitted into the teaching internship. Approval for entering the teaching internship is contingent upon the following criteria:

- i. Successful completion of all required coursework, as evidenced by transcript review;
- ii. Letter of Acceptance into PEPP is on File
- iii. Demonstration of understanding of learning and teaching, as evidenced by:
 - o maintaining a GPA of 3.0 or better in all education courses
- iv. Demonstration of ability to exercise professional judgment by showing achievement of the knowledge, skills, and disposition articulated in the standards for all professional educators: ED 610.02, as evidenced by:
 - o positive professional preparation reports by instructor(s) of methods and other core education courses
 - o positive evaluations by supervising teachers at placement site(s)
 - o completed Student Teaching/Internship Contract with signatures from all school and college supervisors. Contracts are issued by the Program Director.

Applications are reviewed by content and education faculty on a semester basis-in April and in November. Incomplete applications will not be reviewed. Applicants receive written notification of the

faculty's decision from the Director of Secondary Education. Approved students meet with Director of Secondary Education or instructor of the methods course to establish appropriate level and setting for the practicum. Students then meet with the Program Director who issues The Student Teaching Contract. This contract must be signed by all parties (building principal, cooperating teacher, college supervisor, and director of secondary education) and filed with the Education Department by the last Monday in **April** for fall student teaching or the last Monday in **November** for spring student teaching.

Each semester there is an informational meeting for students approved for student teaching. Attendance is mandatory. Materials associated with student teaching will be distributed and reviewed.

Students who do not meet the approval criteria must meet with Program Director to plan an alternative program of study. The director and the candidate will determine whether the deficiency can be overcome and whether a later internship is likely to be approved. If not, the student should schedule coursework to meet the 6.0 credit shortfall in order to complete the non-certification MAT.

Selection of Cooperating Teachers

Teacher candidates are placed with qualified and appropriate cooperating teachers and field supervisors by the Education Field Office or by the content area director. Pursuant to state regulations cooperating teachers must 1) have been teaching for three years, 2) hold an experienced educator credential in the subject area in which the candidate is teaching (see state regulation ED610.07), 3) have knowledge of and a commitment to the mentoring of teacher candidates. *All cooperating teachers must file evidence of such qualification with the Education Division by completing the [Cooperating Teacher Qualification Form](#) available from the Education Field Office.* A list of accepted cooperating teachers is on file with the Education Field Office.

Supervision of Teacher Candidates in Field-Based Experiences

Students approved for student teaching are supervised by team of educators. This team consists of the cooperating teacher, who assumes primary responsibility for day-to-day supervision of the student intern; a college supervisor, who makes a minimum of three documented school visits. Supervision shall include both direct observation and follow-up conferences. Documentation, supervision, and requirements of the student teaching experience are detailed in the *Student Teaching Handbook* issued by the Seminar facilitator.

Teacher candidates must obtain positive reports from the cooperating teacher during the semester-long student teaching experience. Cooperating teachers participate in the assessment of teacher candidates through the participation in three-way conversations involving the student teacher/teacher candidate and college supervisor.

- At the **initial meeting** the student and cooperating teacher review the performance areas for certification and procedures of evaluation with the supervisor. They also plan for a gradual increase in the intern's classroom responsibilities, referring to the "Practicum Schedule" included in *Student Teaching Handbook*.
- At the **mid-term conference** the three parties—the student teacher/intern, Cooperating Teacher and College Supervisor(s) independently complete the Assessment. The parties compare and discuss their understanding of the student's progress at this point using the "Mid-Term Assessment Guide" as a basis for discussion. The Practicum Assessment Guide reflects the New Hampshire Standards for Educational Licensure. Strengths in performance are noted, as well as strategies for growth in specific areas. If certification is in question, the student teacher/intern, school principal, and relevant coordinators must be advised.
- At the **final conference**, the three parties, using the Practicum Assessment Guide, discuss their individual final assessments, arriving at consensus as much as possible in each area. The parties then sign the Practicum Report form for the Department of Education Certification Bureau. These documents are submitted to

the College Certification Officer. The Cooperating Teacher and College Supervisor also complete summary narratives for inclusion in the student's file; these documents may be used by the student for her/his career placement file.

XVI. THE INTERNSHIP SEMINAR

Candidates who receive formal approval to student teach must register for MA635, student teaching and the student teaching seminar. The seminar meets weekly on the College campus. During the teaching internship candidates are expected to maintain a teacher journal and construct a teaching-learning portfolio. The portfolio must demonstrate proficiency with respect to the competencies articulated by the NH standards for all professional educators (the [Ed 610s](#)).

XVII. THE TEACHING-LEARNING PORTFOLIO

The ED 610s articulate and define the pedagogical competencies required of *all* persons who want to teach in New Hampshire public schools. Pedagogical standards specific to the specialty areas (e.g. biology, English, mathematics, modern languages, social studies) are included as part of the Ed 612s (oftentimes referred to as the content standards).

State statute requires that all teacher candidates gather artifacts that *demonstrate* their progress toward meeting the standards for professional educators during the final field-based experience, student teaching. Rivier College, in accordance with this mandate, requires all students seeking recommendation for initial licensure to construct a professional teaching-learning portfolio. The choice of medium for the portfolio is left to the student. Through the thoughtful collection and presentation of artifacts, all candidates must demonstrate pedagogical competency within the categories of competence articulated by the newly adopted standards for professional educators. (See section below: Key Performance Areas)

All candidates, in addition to demonstrating pedagogical competency in areas identified by the state board of education, must include artifacts that demonstrate progress toward meeting standards important to the Division of Education at Rivier College and to the mission of the College as a whole.

Candidates share their reflective teaching-learning portfolios with a supportive community of peers, supervisors, and collaborating teachers at a portfolio ceremony at the culmination of the Practicum. Guidelines for the portfolio presentation are reviewed in the student teaching seminar.

Bryan Painter (2001) notes that the portfolio, “*more than an elaborate scrapbook or a collection of written documents, is an individualized portrait of a teacher as a professional reflecting on his or her philosophy and practice. This portrait is fully realized through the teacher’s deliberate selection of artifacts and thoughtful reflections on those artifacts, which provide insight into the teacher’s growth.*”

Pedagogical Competencies Required of ALL NH Professional Educators

The New Hampshire Department of Education has identified the following areas of pedagogical competency that must be demonstrated by a teacher candidate who seeks initial licensure to teach in NH public schools. A single artifact, such as a lesson plan or videotape of classroom teaching, may be used to demonstrate competency in one or more areas. The categories for the key performance areas are listed below. Appendix G provides a detailed description of these performance areas.

The Key Performance Areas

- 1. Subject Matter**
- 2. Planning and Preparation.**
- 3. Student Learning**
- 4. Diverse Learners**
- 5. Instructional Strategies**
- 6. Learning Environment.**
- 7. Communication**
- 8. Assessment.**
- 9. Reflection and Professional Development.**
- 10. Use of Resources**
- 11. Collaboration, Ethics, and Relationships**
- 12. Technological Literacy**
- 13. Ethics, Legal Rights, and Responsibilities**
- 14. Roles and Responsibilities of Educators**
- 15. Literacy.**

Artifacts

Candidates are required to gather artifacts that reflect and demonstrate competency in the pedagogical standards above. Artifacts are to be presented in a reflective Teaching-Learning portfolio. Artifacts might take the form of journal entries, completed course assignments, photographs, videotape, observation sheets, reflections, learning activity plans, student work, etc.

Each artifact is to be accompanied by reflection sheet that states how the artifact demonstrates reflects the performance area. A single artifact may be used to demonstrate teaching competency in more than one area. Indeed, a portfolio that contains 2-3 unit plans (of 2-3 lesson plans per unit area) is likely to address all standards articulated by the NH Department of Education. Assignments associated with core education courses have been designed to generate artifacts through which the teacher candidate can demonstrate progress toward the NH standards for professional educators.

XVIII. PROFESSIONAL APPEARANCE AND CONDUCT

Students in *the teacher education programs* are aspiring to become professional educators. As such, students are expected to conduct themselves in a professional manner at all times: in class, with colleagues and professors, and in the prepracticum and Full Practicum settings.

Rivier College students are guests in the classroom of host schools and, as such, are expected to act respectfully and professionally at all times.

The students' knowledge of confidential information and how it is handled is vital to the successful relationship between the students and the school personnel, families, children, and the profession. Students are likely to be exposed to confidential information pertaining to students, families, and the school. They are expected to follow all guidelines related to confidential information that has been laid out in the school district policy. It is expected that, at all times, the student, acting as a professional, will display great sensitivity toward confidential information and will respect the privacy of students, families and the school.

Students are expected to dress professionally when conducting school business, whether or not during the normal school hours. Professional dress also pertains to orientations, seminars and any events in a professional capacity. Students are representatives of the college and are expected to present themselves

accordingly. Appearance concerns most frequently relate to hairstyles, body piercings, tattoos, tight or revealing clothing or other types of clothing, but hygiene may also cause concern. For women, a neat skirt or slacks and blouse, or dress might be worn. For men, a neat shirt and slacks, a sweater or jacket would be appropriate. *Blue jeans, sweatshirts, ball caps, visible body piercings, T-shirts, short tops, sheer/see-through clothing, low-cut shirts, blouses, or tops are **not** to be worn to prepracticum or Full Practicum (student teaching). Exposure of midriff, cleavage, and undergarments is inappropriate.* Failure to follow these guidelines may cause a student to be dismissed from the prepracticum or practicum site.

Host schools are helping Rivier College students develop their knowledge and skills and are generously lending them their expertise, children, and staff. In return, they expect prepracticum or practicum students to be on time, perform their responsibilities to the best of their abilities, and show a commitment to the school, children, and cooperating teachers. Therefore, it is expected that students will display an attitude of willingness to help. Although the requirement for each prepracticum block is a *minimum* of 25 hours, students should keep in mind they have a commitment to the school and should display a willingness to contribute to the school beyond the requirement.

After the students have been placed in the school, they should maintain communication with the classroom teachers. If they are going to be late or absent for a legitimate reason, the classroom teachers should be called ahead of time and informed of this situation. If there is a question about a lesson or expectation from the classroom teachers, it is the students' responsibility to contact the teachers for clarification of the question. Professional behavior is expected at all times.

Prepracticum students must be certain all required documentation of each prepracticum is submitted to the course professor at the end of the semester during which the prepracticum is done. They must retain copies of all such forms for their own records.

XIX. APPLYING FOR EDUCATIONAL LICENSURE

Students who successfully complete *all* components of the Teacher Certification Program are eligible to be recommended to the Bureau of Credentialing at the New Hampshire Department of Education by the Certification Officer at Rivier College.

Certification paperwork is distributed through the internship seminar. In addition to the paperwork required for state certification, students are also required to complete the Program Assessment Survey used by the Education Department to monitor its programs. This survey is available online through the Education department website

XX. NOTICE OF NON-DISCRIMINATION

Rivier College does not discriminate on the basis of race, color, national origin, religion, age, veteran or marital status, sex or handicap in admission to, access to, treatment in or employment in its programs and activities. The following persons have been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, ext. 8210 (for employees); and Vice President for Student Development, ext. 8247 (for students). Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.M., Room 222, Boston, MA 02109-4557.

XXI. AMERICANS WITH DISABILITIES ACT (ADA): Rivier College wants to provide reasonable accommodations to students with disabilities. To accomplish this goal effectively and to ensure the best use of our resources, the College expects students to provide timely notice of a disability to the Office of Special Services for verification and for evaluation of available options. Any student whose disabilities fall within ADA should inform the instructor within the first two weeks of the term of any special needs or equipment necessary to accomplish the requirements for the course. To obtain current information on this procedure, students should contact the Office of Special Services at telephone extension 8497.

Sources of Information

Faculty All faculty may be reached via email by using the faculty's first name initial, followed by his last name @rivier.edu. Dr. Jackson's email is bjackson@rivier.edu.

Dept. of Modern Languages (Dr. Jackson)	897 - 8204
Graduate Admissions	897 - 8219
Bookstore	897 - 8277
Business Office	897 - 8214
Career Development & Placement	897 - 8246
Counseling Services	897 - 8251
Early Childhood Center	897 - 8565
Education Department (Graduate Secretary)	897 - 8282
Financial Aid	897 - 8510
Instructional Technology	897 - 8469
Library	897 - 8256
Lost and Found	897 - 8888
Office of Graduate and Evening Admissions	897 - 8235
Registrar	897 - 8231
Safety and Security	897 - 8888
Special Needs	897 - 8497
Student Services (ID, parking, etc)	897 - 8249
Writing Center	897 - 8580

Getting Acquainted With Rivier

1. Obtain your student ID at the Student Development Office in the Dion Center. This ID will allow you to use the Regina Library and the CHO Educational Resource Center, which is located on the second floor in the Education Building.
2. Obtain an email account at the Instructional Technology Center in Sylvia Trottier Hall. This will allow you to use the computers located in the computer labs in Sylvia Trottier, as well as those located in the libraries. A Rivier account is necessary to participate in online coursework via Blackboard and to access your Rivier account.
3. Obtain your parking sticker at Campus Security Department in the Dion Center. This will enable you to use the campus parking facilities.
4. The Bookstore will carry the books and other materials that you may need for your classes. The Bookstore is located in the basement of the Dion Center. Call ahead for store hours.
5. Cancellation of classes due to weather is made by 3:00 pm for evening classes. The Rivier College website (www.rivier.edu) posts any announcements regarding canceling of classes. An announcement is placed on the college main number (603-888-1311) at 3:00 and on many radio and television stations as well. Some radio stations include WZID/FM 95.7 in Manchester and WHOB/FM 106.3 in Nashua, New Hampshire and WCAP/AM 980 Lowell, Massachusetts.

Program Checklist

Note: Non-certification MAT students omit steps 5, 6, 7, 8, and 10. Students seeking licensure without an MAT should skip step 9, but need to take the Praxis I exam.

1. Make an appointment with the program director to develop a plan for completing your MAT and/or secondary licensure. Bring copies of your transcripts to assist in identifying the coursework you will need.
2. Apply to the Graduate School and investigate financial aid.
3. Register for your first semester of courses. Plan on taking a content-area course and doing a field-based experience early.
4. Talk to your program director each March/April/May to register for summer and fall courses and each October/November to register for Spring courses. This is a good time to verify that you are progressing as planned and to alert the program director to any changes in your plans.
5. After completion of 12 credits including one field based experience and one content course, apply to the Professional Educator Preparation Program. (students who plan to seek Alt. 1 licensure or who plan to complete a student teaching internship through Rivier College).
6. After taking several content courses, study for and take the Praxis II exam.
7. Submit your application to student teach early (February or October) in the semester in which you are completing (or one course shy of completing) the other certification requirements.
8. Once your student teaching application has been approved, secure a cooperating teacher, and request a contract from the program director. Register for MA635.
9. In your final semester of MAT Coursework (36+ graduate credits), submit an intent-to-graduate form.
10. At the end of your student teaching internship and certification coursework, complete the state paperwork for licensure.

The Praxis Tests

A. Praxis I: Pre-Professional Skills

Effective September 1, 1998, the New Hampshire Department of Education required all prospective teachers to pass all three tests of Praxis I: Academic Skills Assessments (reading, writing, mathematics). Acceptance into the master's degree program at Rivier College requires students to pass all three parts of Praxis I. **Praxis results must be forwarded to the Rivier College Department of Education.**

Praxis I composite score option. In August 2003, the State Board of Education approved a new composite score option. The candidate must have an overall score of 518 or higher and a minimum passing score of 172 for Reading; 170 for Writing; and 170 for Mathematics to access this option. This allows a candidate who misses a score by one or two points to potentially pass Praxis I based on the composite score.

Praxis I Exemptions:

- (1) Master's Degree or higher; or
- (2) Seven or more years of educational experience under a credential issued by another state.

BASIC ACADEMIC SKILLS ASSESSMENT Ed 513.01

All educators (teachers, administrators, specialists) seeking initial certification must document basic academic skills. The New Hampshire State Board of Education has chosen PRAXIS I (Pre Professional Skills Test – PPST) or the Computerized Pre Professional Skills Test (CPPST) as one means of documenting basic academic skills. The PRAXIS is a testing program developed by the Educational Testing Service (ETS) and validated for use in New Hampshire. Passing scores were established by the State Board of Education. In addition to the PRAXIS I, New Hampshire can accept the PRAXIS I composite score option as well as equivalent tests. Decision regarding equivalent testing is made at discretion of the Bureau of Credentialing. To inquire about the PRAXIS I composite score option or equivalent tests call the Bureau at 603-271-2408.

<i>Test codes and passing scores are as follows:</i>				
Test Fee: \$35.00 each test.			Test Fee: \$35.00 each test.	
	Pre-Professional Skills Test (PPST) (paper & pencil version offered 6 times a year)		Computerized Pre-Professional Skills Test (CPPST) (computer version, available 5 days a week at the Prometric Testing Center)	
Reading	Test Code 10710	174	Test Code 5710	174
Writing	Test Code 20720	172	Test Code 5720	172
Mathematics	Test Code 10730 (calculators prohibited)	172	Test Code 5730 (calculators prohibited)	172
Composite Score Option: Reading 172; Writing 170; Mathematics 170 and must have total of at least 518				

In addition to test fees there is a registration fee. Currently that fee is \$40.00.

If the PRAXIS is used as documentation of basic academic skills, a candidate for certification must pass all three tests. Should an individual fail one or more of the sub tests (Reading, Writing or Mathematics), only the failed test(s) need to be retaken. When taking the test, the candidate must include the Department of Education (**Code # 7660**) as a score recipient. Scores are maintained by ETS for a period of ten years.



DIVISION OF EDUCATION
 APPLICATION FOR GRADUATE PRACTICUM PLACEMENT
 Graduate - Candidates for Initial Licensure Programs

Term/Year: Fall ____ Spring ____ Summer ____

Student Name _____

Program _____

Home/Cell Phone _____

Work Phone _____

Projected Internship semester _____

Email _____@rivier.edu

PRACTICUM ARRANGEMENT (check one):

NOTE: Rivier students who wish to complete practicum hours in the following school districts will be placed and or approved (if employed by one of the school districts) by the Education Field Office Coordinator:

NASHUA, HUDSON, LITCHFIELD, LONDONDERRY.

____ 1. I wish to arrange my practicum placement. The placement will be approved and confirmed by the Rivier College Division of Education Education Field Office Coordinator.

School: _____ Town/State _____

Telephone Number _____

Principal: _____

Grade Level _____ Content Area: _____

Cooperating Teacher _____

I am employed by the school district as : _____

I am not employed by the school district.

____ 2. I wish to be placed by the Education Field Office Coordinator. I may receive a placement in one of the following communities-- **NASHUA, HUDSON, LITCHFIELD, LONDONDERRY**-- based upon availability of _____ placements, or another local school district.

SEMESTER PRACTICUM INFORMATION FOR EFOC PLACEMENT

Is this your first practicum at Rivier College (check one): ___ YES ___ NO

Course # _____	Course Title _____
Professor _____	Number of required practicum hours _____
Circle required grade level(s) for this practicum	Preschool K 1 2 3 4 5 6 7 8 9 10 11 12

Indicate **ALL** available times for each day

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

NOTE: Students should attempt to be available **at least one morning and/or afternoon** per week. Please take into consideration that school day schedules reflect the needs of the school; therefore, practicum students must be flexible and have realistic expectations for their requested times.

Student signature _____

Date _____



RECORD OF HOURS FOR GRADUATE PRACTICUM
Initial Licensure Programs
Early Childhood, Elementary, Secondary, and Special Education

Term: Fall ___ Spring ___ Summer ___

Student name _____ Program _____

Course # _____ Course Title _____

Professor _____

Cooperating Teacher _____ Grade Level _____

School _____ Town/City _____

Check one: General Education Practicum General Special Education Practicum

Date	Time of Visit	#of hours	Description of Activity	Teacher Initials

(Please use the back of this record, if necessary)

Total number of practicum hours completed: _____

* **Verification of hours:** _____
Cooperating Teacher's Signature Date
(BLUE INK)



COURSE REQUIREMENTS AND PLAN OF GRADUATE PRACTICUM

**Initial Licensure Programs
Early Childhood, Elementary, Secondary, and Special Education**

Term: Fall _____ Spring _____ Summer _____

Student name _____ Program _____

Course # _____ Course Title _____

Number of practicum hours required _____

Check one: General Education Practicum General Special Education Practicum

Professor _____ E-Mail _____

Office Phone _____ Office Hours _____

Cooperating Teacher _____ Grade Level _____

School _____ Town/City _____

Email _____ Telephone _____

The practicum experience is an opportunity to familiarize the practicum students with the practice of teaching while providing the opportunity to apply their developing knowledge and skills, with increasing autonomy in preparation for the Internship. Each practicum is designed to engage the practicum students in a variety of classroom experiences ranging from observations, working with small student groups, tutoring, grading homework assignments, and collecting resources for planning and instructing whole group lessons under the mentoring and assessment of a cooperating teacher.

Each practicum experience outlines a prescribed continuum of expectations and requirements established by the college professor. Collaboratively, the cooperating teacher and practicum students review the practicum expectations and requirements and develop a schedule to insure all requirements will be successfully completed at the conclusion of the practicum semester.

The cooperating teacher has received a copy of the practicum course expectations and requirements, and with the practicum student, has collaboratively developed a schedule of classroom experiences that will meet the expectations of the practicum and insure the successful completion of all requirements. The practicum teacher will submit the plan to the course professor for approval.

Cooperating Teacher signature

Date

Practicum Student signature

Date

Course Professor signature

Date

Rivier College
Teacher Certification Program
Professional Disposition Qualities (PDQ) For Evaluating Teacher Candidates

Teacher Candidate: _____ Course: _____ Date: _____
 Evaluator _____

Please rate the teacher candidate listed above on the following form by circling the number on the continuum that you believe best describes their qualities. This information will be shared with the teacher candidate. An improvement plan will be developed for any areas of concern.

Professional Commitment and Responsibility	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
1. Engages in the learning process	5	4	3	2	1	0
2. Demonstrates enthusiasm for learning	5	4	3	2	1	0
3. Completes high quality work	5	4	3	2	1	0
4. Demonstrates initiative suitable to the context	5	4	3	2	1	0
5. Conveys confidence when interacting with students, peers, and/or professionals in a large group situation	5	4	3	2	1	0
6. Prepares, organizes, and meets assignment due dates	5	4	3	2	1	0
7. Demonstrates reliability by following through with commitments	5	4	3	2	1	0
8. Maintains confidentiality of student information and records	5	4	3	2	1	0
9. Follows timelines and due dates	5	4	3	2	1	0
10. Arrives on time	5	4	3	2	1	0
11. Dresses appropriately for the situation	5	4	3	2	1	0
12. Is well groomed	5	4	3	2	1	0
Comment on Professional Commitment and Responsibility						

Over

Intra/ Interpersonal Skills	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
13. Reflects on own practices and behavior	5	4	3	2	1	0
14. Accepts evaluative feedback from peers and/or professionals	5	4	3	2	1	0
15. Monitors and changes behavior to improve teaching skills	5	4	3	2	1	0
16. Collaborates effectively with peers	5	4	3	2	1	0
17. Contributes relevant information during group activities	5	4	3	2	1	0
18. Considers all points of view and demonstrates a respect for diversity	5	4	3	2	1	0
19. Communicates effectively when speaking to others	5	4	3	2	1	0
20. Communicates respectfully when speaking with peers and/ or professionals	5	4	3	2	1	0
21. Maintains professional boundaries with all individuals	5	4	3	2	1	0
22. Demonstrates good judgment and discretion when interacting with peers and professionals.	5	4	3	2	1	0
Comment on Intra/Interpersonal Skills						

Attitudes Toward Learners	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
23. Interacts positively with learners	5	4	3	2	1	0
24. Uses effective communication strategies to teach learners	5	4	3	2	1	0
25. Demonstrates high energy and enthusiasm when teaching	5	4	3	2	1	0
26. Expects children and adolescents to learn and be successful	5	4	3	2	1	0
27. Motivates and engages children and adolescents in learning	5	4	3	2	1	0
28. Creates flexible learning environments to meet the needs of all learners	5	4	3	2	1	0
Comment on Attitude Toward Learners						

**Rivier College
Teacher Certification Program
Professional Disposition Qualities (PDQ) Self Evaluation**

Teacher Candidate: _____ Course: _____ Date: _____

Please rate yourself on the following form by circling the number on the continuum that you believe best describes your qualities. We will assist you in developing an improvement plan for rating of 3 or below. Your self evaluation and improvement plan can be used to increase your overall effectiveness as a professional educator.

Professional Commitment and Responsibility	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
1. Engages in the learning process	5	4	3	2	1	0
2. Demonstrates enthusiasm for learning	5	4	3	2	1	0
3. Completes high quality work	5	4	3	2	1	0
4. Demonstrates initiative suitable to the context	5	4	3	2	1	0
5. Conveys confidence when interacting with students, peers, and/or professionals in a large group situation	5	4	3	2	1	0
6. Prepares, organizes, and meets assignment due dates	5	4	3	2	1	0
7. Demonstrates reliability by following through with commitments	5	4	3	2	1	0
8. Maintains confidentiality of student information and records	5	4	3	2	1	0
9. Follows timelines and due dates	5	4	3	2	1	0
10. Arrives on time	5	4	3	2	1	0
11. Dresses appropriately for the situation	5	4	3	2	1	0
12. Is well groomed	5	4	3	2	1	0
Comment on Professional Commitment and Responsibility						

Over

Intra/ Interpersonal Skills	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
13. Reflects on own practices and behavior	5	4	3	2	1	0
14. Accepts evaluative feedback from peers and/or professionals	5	4	3	2	1	0
15. Monitors and changes behavior to improve teaching skills	5	4	3	2	1	0
16. Collaborates effectively with peers	5	4	3	2	1	0
17. Contributes relevant information during group activities	5	4	3	2	1	0
18. Considers all points of view and demonstrates a respect for diversity	5	4	3	2	1	0
19. Communicates effectively when speaking to others	5	4	3	2	1	0
20. Communicates respectfully when speaking with peers and/ or professionals	5	4	3	2	1	0
21. Maintains professional boundaries with all individuals	5	4	3	2	1	0
22. Demonstrates good judgment and discretion when interacting with peers and professionals.	5	4	3	2	1	0
Comment on Intra/Interpersonal Skills						

Attitudes Toward Learners	Always (100%)	Frequently (90%)	Occasionally (75%)	Infrequently (45%)	Rarely (20%)	N/A
23. Interacts positively with learners	5	4	3	2	1	0
24. Uses effective communication strategies to teach learners	5	4	3	2	1	0
25. Demonstrates high energy and enthusiasm when teaching	5	4	3	2	1	0
26. Expects children and adolescents to learn and be successful	5	4	3	2	1	0
27. Motivates and engages children and adolescents in learning	5	4	3	2	1	0
28. Creates flexible learning environments to meet the needs of all learners	5	4	3	2	1	0
Comment on Attitude Toward Learners						

Adapted from the Professional Disposition Qualities for Educators (PDQ) developed by Melanie Reid and Lisa Coval of the Metropolitan College of Denver and Robin Brewer at the University of Northern Colorado

Pre-Internship Experiences

Name: _____ **Area of Certification.** _____
Field Site: _____ **Class:** _____
Date: _____ **Time:** _____ **No. of hours** _____

Brief description of the field experience:

Reflection on the experience. Please refer to the ED610s and the ED612s for your specialty area)

Signature of Supervising Classroom Teacher

Date

Signature of Graduate Student

Date

PROFESSIONAL PREPARATION REPORT: SECONDARY EDUCATION

Student Name _____

Sem: Fa Sp S1/2 20 _____ **Professor:** _____ **Course:** _____

This student applied to the teacher education program. In light of this application, please assess the student with respect to the following criteria. *For any area assessed Below Standard, please explain and indicate with “yes” or “no” if area was addressed.*

ACADEMIC SKILLS	Consistent	Inconsistent	Below Standard	Not Observed
1. Understands course material				
2. Connects course material to classrooms				
3. Displays effective writing skills				
4. Participates in class activities				
5. Comes to class prepared				
6. Draws conclusions from readings in the field of education				

Comments:

PROFESSIONAL SKILLS	Consistent	Inconsistent	Below Standard	Not Observed
1. Displays respect for all individuals as learners				
2. Demonstrates openness to diverse ideas and viewpoints				
3. Displays ability to work collaboratively with others				
4. Handles conflict professionally				
5. Responds positively to constructive criticism				
6. Demonstrates initiative				
7. Communicates well with others; demonstrates active listening				
8. Attends class regularly and is on time				
9. Examines multiple solutions to a situation				

Comments:

SIGNATURE OF PROFESSOR _____

DATE _____

Revised 7-06 FMCD



**APPLICATION TO THE RIVIER COLLEGE
PROFESSIONAL EDUCATOR PREPARATION PROGRAM
POST-BACCALAUREATE**

Complete and sign this application. Submit to Professional Educator Preparation Program after completing **12.0** graduate credit hours. The program director will present the application and other supporting data (pre-practicum evaluations, GPA status, Praxis scores, Professional Disposition Qualities Reports, etc.) to the PEPP Committee for consideration of your admittance to the Rivier Professional Educator Preparation Program.

Name _____ Date _____

Mailing Address _____

Home Phone _____ Rivier Email _____

Program at Rivier _____ Undergraduate Degree _____

Circle Program Applying for:

ECE/SPED

EL/SPED

Secondary _____
(Subject)

Number of credit hours successfully completed _____ GPA _____

Praxis I Scores Reading _____ Writing _____ Math _____ Composite _____ *Exempt _____

I am seeking admittance to the Professional Educator Professional Program at Rivier College. I have:

- Completed a minimum of 12 credits hours
- Met minimum GPA of 3.0
- Proficiency in Major Area of Concentration
- Successfully passed all sections of Praxis I

Verified by:
 _____ (Grad. PEPP Asst.)
 _____ (Content Pgm. Dir.)
 _____ (Content Program Director)
 _____ (Grad. PEPP Asst.)

- Successfully completed required pre-practica
- Met professional standards outlined on the Professional Dispositions Form

_____ (Pgm. Dir.)
 _____ (Pgm.Dir.)

If accepted into the Professional Educator Preparation Program, I am interested in participating in the Professional Development School [PDS] collaborative between Rivier College and the Nashua Public School

District: Yes No

Note: Students interested in participating in the PDS should complete the Student Application to the PDS and submit to their program director.

Signature of Student

Date

*Students who will receive a master's degree are exempt from Praxis I. See Program Handbook

RECOMMENDATION OF P.E.P.P. COMMITTEE

Date of Meeting for Acceptance in P.E.P.P: _____

_____ The Rivier College PEPP Committee **recommends**
_____ for admission into the PEPP

_____ The Rivier College PEPP Committee **does not recommend**
_____ for admission into the PEPP

Rationale for denying admission at this time:

_____ The Rivier College PEPP Committee **conditionally accepts**
_____ for admission into the PEPP

Rationale and suggested action plan for conditional acceptance

Date

Signature of P.E.P.P. Director

Date Student is Notified: _____

Internship Checklist

Before beginning the Internship and Seminar in Secondary Teaching, the graduate student must have completed the following:

1. Completed all coursework required for the graduate degree _____
 - a. GPA of 3.0 in Education courses _____
2. Completed any additional coursework required in area of certification _____
3. Early Field-Based Experiences
 - a. Documentation of completed the agreed upon number of pre-internship hours _____
 - b. Log of pre-internship experiences _____
 - c. Positive evaluations from supervising teachers _____
4. Methods Course in Area of Certification _____
 - a. Completed a minimum of 25 field hours in subject area of certification _____
 - b. Positive evaluations from supervising teacher _____
 - c. Positive professional preparation report from instructor of methods course in content area. _____
 - d. Earned a grade of B or better _____
5. Application for Degree Candidacy is filed _____
6. Intent to Student Teach form filed (February / October) _____
7. Student Teaching Contract signed and returned to Education Division
(April 30/ November 30) _____
8. Praxis Tests
 - a. Praxis I: Pre-Professional Skills _____

Comments:



<h2 style="margin: 0;">Cooperating Teacher Profile Graduate/Undergraduate</h2>
--

This form is for educators who are interested in mentoring a teacher candidate in a prepracticum and/or full practicum field experience.

Name: _____ Email _____

Home Address: _____
Street
City/Town
Zip code

School District: _____ School Name: _____

School Address: _____
Street
City/Town
Zip code

Number of years at current school _____ Number of years teaching _____

Describe your current position and teaching responsibilities

SECTION I: ACADEMIC PREPARATION/QUALIFICATIONS

Certifications Held:

Early Childhood Education
 Elementary Education
 Special Education
 Secondary Education: Subject Area _____

College/University	Degree Awarded	Date

Professional Experiences and Teaching Positions Held:

School	Grade Level	From	To
			<i>to</i>
			<i>to</i>
			<i>to</i>

Professional Organizations and Professional Development Experience and Leadership Roles:

Description of Activity	Dates

SECTION II: MENTORING AND LEADERSHIP

AS A RIVIER COLLEGE COOPERATING TEACHER, I AGREE TO:

- Utilize current research-based mentoring practices.
- Demonstrate research-based instructional practices.
- Participate in workshops, activities, seminars, meetings, and observations.
- Provide professional feedback regarding performance and needs to the prepracticum or practicum students and college personnel, as outlined in the Professional Educator Preparation Program Handbooks.
- Allow the prepracticum or full practicum student to incorporate pedagogy learned in academic course work into the classroom, as well as model good teaching practices to assist student teacher development.

COOPERATING TEACHER APPLICANT: _____ **Date:** _____

<p>Principal _____ Print</p> <p>Email _____ School Phone: _____</p> <p><input type="checkbox"/> Applicant has a positive record of effective teaching</p> <p><input type="checkbox"/> Applicant is recommended as a cooperating teacher with the knowledge, skills and disposition to mentor a teacher candidate in early and final field-based experiences.</p> <p>_____ <i>Signature of Principal</i> _____ <i>Date</i></p>
--

Please return to: Rivier College, Division of Education,
Education Field Office,
420 South Main Street Nashua, NH, 03060
Phone: 603-897-8656



Office of the Registrar

APPLICATION FOR GRADUATION: _ September _ January _ May

SUBMIT THIS APPLICATION TO THE OFFICE OF THE REGISTRAR, RIVIER COLLEGE, NASHUA, by August 1 for Summer; December 1 for Fall and March 1 for Spring TO BE INCLUDED AMONG THE CANDIDATES FOR GRADUATION. Completion of this application indicates that you are approved for the application to graduate.

PLEASE PRINT CLEARLY:

NAME _____

(as you wish to have it on your diploma)

SOC. SEC.# _____ TELEPHONE _____

CIRCLE EACH THAT APPLY:

Undergraduate Degree:	<input type="checkbox"/> A.A.	<input type="checkbox"/> A.S.	<input type="checkbox"/> CERT (Post Bacc PLS only)
	<input type="checkbox"/> B.A.	<input type="checkbox"/> B.S.	<input type="checkbox"/> B.F.A.
Graduate Degree:	<input type="checkbox"/> M.A.	<input type="checkbox"/> M.A.T.	<input type="checkbox"/> MA/MAT <input type="checkbox"/> M.B.A.
	<input type="checkbox"/> M.Ed.	<input type="checkbox"/> M.S.	<input type="checkbox"/> CAGS

MAJOR: _____ **MINOR:** _____
(for undergraduates only)

Last Semester Attended: SUMMER _____ FALL _____ SPRING _____

Do you plan to attend May Commencement Exercises? (circle one) YES NO

Diploma Disposition: _____ Award at May commencement ceremony
 _____ Pick-up at Registrar's Office
 _____ Mail to the following address:

If your plans to attend Commencement Exercises change, please notify the Office of the Registrar at (603) 897-8212 or 897-8218.

In March you will receive information pertaining to the Commencement Exercises. The Bookstore will send you information about caps and gowns; the Office of the Registrar will send you information about announcements, tickets and times to arrive for Commencement.

Your Signature: _____ **Date:** _____

By signing on the above line, I am releasing authorization to have my name, degree and honors printed in the Commencement Program, the local newspaper and official Commencement photographer indicating my graduation from Rivier College. *Please check here* ___ *if you do not wish your name to be included in any of the above.*

Dept. Approval: _____ **Date received in Registrar's Office:** _____

RO on pds: Forms 8/14/01

ED 609 General Education Studies Standards

(a) Each institution that provides a professional educator preparation program shall provide a program of general studies designated to give candidates the following competencies which will enable them to:

- (1) a. Have a command of language, including languages of words and other symbols, and use these languages accurately, authentically, and ethically;
b. Have a command of the language and processes of mathematics and use these processes accurately, authentically, and ethically;
- (2) Discover literature and the arts as media for self-expression and be sensitive and responsive to the universality of the arts;
- (3) Place themselves in time and space so as to be aware of their history and culture, be sensitive to the histories and cultures of others, and understand how this knowledge of history and culture can shape the present and future;
- (4) Understand and be sensitive to the human life cycle of birth, growth, and death, and the importance of choice in health and wellness;
- (5) Understand:
 - a. The social web of our existence, which includes:
 1. Family life;
 2. Government; and
 3. The political process;
 - b. Other formal and informal structures that surround us; and
 - c. The privileges, rights, and responsibilities that belong to each of us;
- (6) Have a sense of connection to and responsibility for the natural environment;
- (7) Understand science and technology and the ethical application of each within the natural and social worlds;
- (8) Understand the nature of work and be prepared for work, knowing what it means to produce as well as consume;
- (9) Understand the interdependence of community and the individual, and the importance of service to the community; and
- (10) Demonstrate an understanding of democratic principles, beliefs, and practices and how these principles can be used to achieve the goal of social justice.

Ed 610.02 New Hampshire Standards for *All* Professional Educators

Ed 610.02 Professional Education Requirements. To promote all students' learning, each program of professional preparation shall require each graduate of a teacher preparatory program to demonstrate professional education and the ability to exercise professional judgment by showing achievement of the following knowledge, skills, and dispositions:

Ed 610.02 a. **Subject Matter:** The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Ed 610.02 b. **Planning and Preparation:** The candidate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Ed 610.02 c. **Student Learning:** The candidate demonstrates an understanding of how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Ed 610.02 d. **Diverse Learners:** The candidate demonstrates an understanding of how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Ed 610.02 e. **Instructional Strategies:** The candidate demonstrates an understanding of and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.

Ed 610.02 f. **Learning Environment:** The candidate demonstrates an understanding of individual and group motivation and behavior to create a learning environment that

- Is sensitive to the full range of student diversity;
- Encourages openness, tolerance, respect, caring, collaboration, and self-motivation;
- Emphasizes both individual and collective responsibility;
- Fosters a concern for social justice; and
- Encourages active engagement in learning.

Ed 610.02 g. **Communication:** The candidate demonstrates an understanding of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom

Ed 610.02 Standards for *All* Professional Educators Contd.

Ed 610.02 h. **Assessment:** The candidate demonstrates an understanding of and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

Ed 610.02 i. **Reflection and Professional Development:** The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Ed 610.02 j. **Use of Resources:** The candidate can use a variety of resources to enhance his/her professional development as a scholar, teacher, and educational leader, including:

Ed 610.02 k. **Collaboration, Ethics, and Relationships:** The candidate demonstrates an understanding of the importance of communication and interaction with parents/guardians, families, school colleagues, and the community to support the students' learning and well being and develops strategies to foster communication.

Ed 610.02 l. **Technological Literacy:** The candidate integrates technologies to enhance instruction and to advance students' technological literacy.

Ed 610.02 m. **Ethics, Legal Rights, and Responsibilities:** The candidate's practice is based on a clear understanding of professional responsibility and the legal rights of educators and students.

Ed 610.02 n. **Roles and Responsibilities of Educators:** The candidate can articulate an understanding of the roles and responsibilities of typical personnel of public schools. These roles include but are not limited to: principal, speech language pathologist/specialist, occupational therapist, physical therapist, special education coordinator, para-educator.

Ed 610.02 o. **Literacy:** The candidate can demonstrate an understanding of the importance of literacy in the areas of reading, writing, listening, speaking, and mathematics and creates instructional opportunities to promote student achievement in all areas.

Criteria for the Teacher Intern Professional Portfolio Secondary Education

*0= Artifacts lack substance and relationship to the standard. Introductions, explanations and reflections are not evident or lack substance. Few if any artifacts included. Artifacts included do not demonstrate that the teacher intern has met the performance competencies of the standard. **Essential components are not evident.***

*1 = Artifacts are substantive, meaningful and related to the standard. Introductions, explanations and reflections are evident and provide basic information to the reviewer. Artifacts demonstrate that the teacher intern has met the minimum performance competencies of the standard. **Underlined artifacts plus other artifacts are considered essential components for this score.***

*2 = Artifacts are highly substantive and meaningful and are clearly related to the standard. A variety of artifacts with clearly articulated narratives provide significant information regarding the standard. Reflections are evident throughout the portfolio and indicate personal insights and growth as a professional. Portfolio is neatly arranged, professional in appearance, and without errors in grammar or spelling. Artifacts provide clear and convincing evidence that the teacher intern has met all the performance competencies of the standard. **Underlined artifacts plus other artifacts are considered essential components for this score.***

*3 = Artifacts are highly substantive and meaningful and are clearly related to the standard. A variety of artifacts with clearly articulated narratives provide significant information regarding the standard. Reflections are evident throughout the portfolio and indicate personal insights and growth as a professional. Portfolio is neatly arranged, professional in appearance, and without errors in grammar or spelling. Artifacts provide clear and convincing evidence that the teacher intern has **exceeded the performance competencies of the standard expected for a teacher candidate.***

Rivier PEPP Core Belief	The NH Standard for all professional educators	Required Portfolio Artifacts	3	2	1	0
Subject Matter Competency	<p>(a) Subject Matter The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students</p>	<p>I. The candidates includes a minimum of <u>(2)</u> Lesson Plans that:</p> <ul style="list-style-type: none"> ○ identify connections to state learning indicators. ○ reflect the tools of inquiry central to the discipline 				
	<p>(b) Planning Instruction The candidate plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>I. The candidates includes a minimum of <u>(2)</u> Lesson Plans that:</p> <ul style="list-style-type: none"> ○ Identify interest and needs of students, as well as knowledge of community ○ national, state and district curriculum goals ○ NH Curriculum Frameworks ○ relevant Grade Span Expectation and/or GLE ○ relevant ED612S 				
Facilitating Active Learning	<p>(e) Instruction Strategies The candidate demonstrates an understanding of and uses a variety of instructional strategies to encourage the students' development of critical thinking, problem solving, and performance skills.</p>	<p>I. The Candidate includes a minimum of <u>(2)</u> Lesson Plans that:</p> <ul style="list-style-type: none"> ○ utilize instructional practices, ways of knowing, that are central to the discipline - (Inquiry, oral history, literature circles, PBL etc) ○ develop students' critical thinking, problem solving and performance skills 				
	<p>(c) Student Learning The candidate demonstrates an understanding of how children and youth learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</p>	<p>I. The Candidate includes a minimum of <u>(1)</u> Lesson Plan that:</p> <ul style="list-style-type: none"> ○ reflects understanding of and respect for the research base on how students learn <p>II. The Candidate includes a minimum of <u>(1)</u> Lesson Plan that:</p> <ul style="list-style-type: none"> ○ promotes development of students' social and personal development 				
Inclusion And Cultural Competency	<p>(d) Diverse Learners The candidate demonstrates an understanding of how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.</p>	<p>I. The Candidate includes (1) Lesson Plan that addresses the diversity that exists among learners with respect to</p> <ul style="list-style-type: none"> ○ learning styles and/or intelligences, and/or 				

		<ul style="list-style-type: none"> ○ race, class, gender, sexual orientation, and/or culture <p>II. The Candidate includes (1) Lesson Plan that</p> <ul style="list-style-type: none"> ○ includes modifications to include the full range of learners, 				
	<p>(h) Assessment of Student Learning The candidate demonstrates an understanding of and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.</p>	<p>I. The Candidate includes</p> <ul style="list-style-type: none"> ○ a teacher-developed assessment of Student Learning that includes a listing of the criteria to be used in the assessment of student work <p>II. The Candidate includes</p> <ul style="list-style-type: none"> ○ examples of the range of student work generated by an assignment ○ brief analysis of student learning and reflection on teaching 				
<p>Active Agents of Social Change</p>	<p>(f) Learning Environment. The candidate demonstrates an understanding of individual and group motivation and behavior to create a learning environment that</p> <ol style="list-style-type: none"> 1) Is sensitive to the full range of student diversity; 2) Encourages openness, tolerance, respect, caring, collaboration, and self-motivation; 3) Emphasizes both individual and collective responsibility; 4) Fosters a concern for social justice; and 5) Encourages active engagement in learning. 	<p>I.. The Candidate includes:</p> <ul style="list-style-type: none"> ○ Statement of Teaching Philosophy that states how instruction supports the Mission of Rivier College and Rivier PEPP <p>III. Statement of Philosophy on Classroom Management and/or Strategies to reduce issues of discipline and/or</p> <ul style="list-style-type: none"> ○ Norms of Classroom Behavior-developed with student input <p>III. The Candidate includes a Cooperative learning activity to promote equitable relationships among students: co-operative learning (assigned roles)</p>				
	<p>(g) Communication. The candidate demonstrates an understanding of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	ARTIFACT OF CHOICE				
<p>Collaboration And</p>	<p>(k) Collaboration, Ethics, and Relationships. The candidate demonstrates an understanding of the importance of communication and</p>	<p>I. The Candidate includes a minimum of (2) of the following artifacts:</p> <ul style="list-style-type: none"> ○ Conference Record~3 				

Collegiality	interaction with parents/guardians, families, school colleagues and the community to support the students' learning and well being and develops strategies to foster communication.	students (Handout) ○ letter to parent introducing self, statement on how to create an inviting classroom community, ○ telephone log entries				
Reflective Practice	(j) Reflection and Professional Development The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	I. The Candidate includes a minimum of 2 of the following artifacts: ○ Field Log-reflection on issue involving classroom climate, classroom management ○ Listing of professional development opportunities ○ Listing and description of school-related experiences that contributed to his/her development as a professional in the field				
	(i) Use of Resources. The candidate can use a variety of resources to enhance his/her professional development as a scholar, teacher, and educational leader, including: 1) professional literature; 2) professional organizations; 3) technology; 4) colleagues; and 5) service opportunities, such as, but not limited to, volunteer work in the community	I. The candidates includes a minimum of (2) of the following Resources for Educators- ○ professional journals ○ professional organizations, ○ Listing of Prof. Dev Activities attended ○ honors and awards, ○ involvement in extra-curriculum activities ○ volunteer experiences with social service organizations				
	(l) Technological Literacy. The candidate integrates technologies to enhance instruction and to advance students' technological literacy	I. The Candidate includes: ○ a learning experiences that utilizes on-line resources to support student learning. II. Listing of website to support student learning				
	(m) Ethics, Legal Rights, and Responsibilities. The candidate's practice is based on a clear understanding of professional responsibility and the legal rights of educators and students.	ARTIFACT OF CHOICE				
	(n) Roles and Responsibilities of Educators. The candidate can articulate an understanding of the roles and responsibilities of typical personnel of public schools. These roles include but are not limited to: principal, speech language pathologist/specialist, occupational	I. The Candidate includes a description of how the personnel in a school work together as a team to support the learning of all students.				

	therapist, physical therapist, special education coordinator, para-educator.					
	(0) Literacy. The candidate can demonstrate an understanding of the importance of literacy in the areas of reading, writing, listening, speaking, and mathematics and creates instructional opportunities to promote student achievement in all areas	The Candidate includes (1) Lesson Plan that Supports the literacy development of adolescents				

Note: Candidates MUST ensure that teaching Learning Portfolio contains artifacts that indicate competency for teaching within the discipline.Ed612s.