



## EASTERN CONNECTICUT STATE UNIVERSITY

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Dear Student Teacher, Cooperating Teacher and University Supervisor:

It is with pleasure that we welcome you to the student teaching experience at Eastern Connecticut State University. We appreciate the cooperating teachers who graciously share their knowledge and skills with our students. While our work as educators brings great challenges, it is also a profession with great rewards! The benefits of your work will go well beyond this semester to guide teacher candidates' skills and knowledge and influence the lives of all they will teach during their career.

We are appreciative to the student teacher candidates and their dedication to learning and commitment to the education profession. Student teaching will bring many challenges in terms of time, humility and effort. The more you invest yourself in the work, the greater your learning and the stronger you will emerge personally and professionally.

We are most grateful to our university supervisors who offer their expertise and wisdom to our students. Your role in providing support and guidance throughout the student teaching experience is a valued part of our education preparation program.

All of these roles complement the needs of the student teacher candidates to individualize their work in the classroom and immerse themselves into the school culture. Our goal is for teacher candidates to enter the profession with the pedagogical skills, knowledge of curriculum including state and national standards, and professional dispositions that enable them to be superior teachers. We anticipate growth for all student teachers and strive for a positive and productive educational experience.

Savor the learning!

Mary-Grace Shifrin  
Coordinator of Educational Experiences

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## MISSION

The mission of the education unit at Eastern Connecticut State University is to prepare reflective, responsive, professional practitioners who can effectively enhance students' learning and development, support parents and families, and advocate for best practice in diverse educational environments.

The education unit is committed to:

- Building knowledge upon students' experience, which leads to learner-centered practice
- Instilling an appreciation of individuality and multiculturalism within a national and global context
- Creating and adapting general education environments for all learners, including those with exceptionalities
- Developing open-minded, reflective problem solvers who are lifelong learners
- Promoting student-centered, teacher-facilitated instruction and authentic assessment that meld traditional and technology-enhanced approaches
- Advocating for children
- Fostering family and community involvement

## CARE POLICIES (STUDENT TEACHING)

### A. Assignments

All student teachers are assigned to an accredited Connecticut school with a TEAM-trained teacher. Assignments shall be made through the Coordinator of Educational Experiences for candidates who have already been accepted by CARE. Because of the potential for distractions, conflicts of interest, and other impediments to a successful learning experience for the candidate, the Coordinator will not place teacher candidates in situations where they may come into contact with their immediate relatives (i.e., parents, spouse, siblings, or children). When making student teaching assignments, the Coordinator will consider the needs of the teacher candidate; however, the **Coordinator makes the final decision regarding the candidate's placement.**

All decisions about student teaching supervision are made by CARE based on appropriate documentation, such as the *Student Teaching Rubric*, the *Post-Observation Evaluation*, lesson plans, and other related evaluation instruments.

Regularly updated guidelines for student teaching are available in the *Student Teaching Handbook*.

### B. Request for Reduced Student Teaching

All teacher candidates must enroll in a full semester of student teaching as the standard for satisfactory completion of the teacher education program at Eastern Connecticut State University. Some teacher candidates, however, have a significant amount of job-related experience and thus a reduced student teaching placement may be appropriate. For example, teacher candidates with durational shortage area permits (DSAP) will be required to complete ten (10) weeks of student teaching.

Teacher candidates requesting a reduced student teaching placement should do so in writing to their education program advisor within the first month of the semester prior to their anticipated student teaching [i.e., September (student teaching spring semester) or February (student teaching fall semester)]. Requests for reduced student teaching must include the following documentation:

1. Evidence of full-time experience(s) in state approved public and/or private schools or early care and education centers and in the certification area being sought (Integrated Early Childhood/Special Education N-K and Elementary 1-3, Elementary K-6, Secondary 7-12, and/or Physical Education PreK-12);
2. Evidence the experience(s) occurred within the past five (5) years;
3. Evidence at least one experience lasted a minimum of seven (7) weeks; and
4. Evidence that the experience(s) was (were) regularly supervised by a certified PreK-12 teacher or administrator.

Education program advisors will share the teacher candidate's documentation with other program faculty. The recommendation for a reduction in the number of weeks for student teaching will be made by the program faculty and forwarded to the CARE committee for its consideration. A copy of CARE's decision will be placed in the teacher candidate's file and shared with the teacher candidate, her/her advisor, the registrar's office, the certification officer, and other concerned parties.

### **C. Teacher Candidates Requiring Additional Student Teaching**

CARE, in consultation with the cooperating teacher, university supervisor and coordinator of educational experiences, may require an extension of student teaching for a candidate who has not fulfilled the student teaching competencies.

### **D. Incompletes in Student Teaching**

In compliance with Eastern Connecticut State University policy on assigning the grade of "Incomplete," teacher candidates may be granted an "Incomplete" in student teaching for approved reasons (i.e., verifiable emergency) in consultation with the Coordinator of Educational Experience, the education program faculty, and the CARE committee. These teacher candidates must complete their student teaching within six (6) weeks of the beginning of the next semester to receive "Credit". If a teacher candidate is unable to complete student teaching by the deadline, an official grade of "No Credit" will be recorded. In unusual cases, the Coordinator of Educational Experiences may request from the Dean, School of Education and Professional Studies, an extension of time for the student teaching experience.

### **E. Withdrawing from Student Teaching**

In compliance with Eastern Connecticut State University policy regarding course withdrawals and their deadlines, teacher candidates may withdraw from student teaching and receive a "W" (graduate students) or "WP"/"WF" (undergraduate students) for student teaching if they withdraw for approved reasons before the university deadline. Withdrawal from student teaching must be done in consultation with the Coordinator of Educational Experiences, the university supervisor, the teacher candidate's advisor, and the CARE committee, which will recommend the specific grade. This grade will appear on the teacher candidate's official transcript.

### **F. Administrative Withdrawal from Student Teaching Based on Major Concerns Regarding Performance**

1. Administrative withdrawal of student teachers based on major concerns regarding teaching and professional performance should occur by mid-semester.
2. Major concerns should be documented by the cooperating teacher and/or university supervisor prior to administrative withdrawal. An official review,

conducted by the Coordinator of Educational Experiences, the university supervisor, the chair of the CARE Committee, and the department chair (or designee) will occur in a timely manner prior to official action. This ad-hoc committee will make recommendations to CARE on the next steps in retaining the teacher candidate.

3. Teacher candidates administratively withdrawn from student teaching will receive a grade of "No Credit."

## **G. Repeating Student Teaching Experiences**

1. In order to receive academic credit for student teaching, the teacher candidate must then reapply for student teaching, in writing, to CARE and complete the entire student semester experience. After the review of the documentation of an unsuccessful student teaching experience, the Coordinator of Educational Experience, the university supervisor, the chair of the CARE Committee, and the department chair or designee will recommend to CARE the next steps for the teacher candidate, including recommending a teacher candidate be placed for a second student teaching experience. No teacher candidate will be permitted to repeat student teaching more than once.
2. The teacher candidate's placement will be at the discretion of CARE. The teacher candidate assigned a second placement will complete a student teaching application, which includes a letter of introduction regarding previous teaching experiences. The cooperating teacher of the proposed second placement will be informed of the circumstances surrounding the first placement and assured the university supervisor and Coordinator of Educational Experiences will work closely with him/her in supervision of the student teacher.
3. A full-time faculty member will serve as the university supervisor for the second placement. Every effort will be made to provide constructive feedback to ensure that the teacher candidate successfully meets competencies.
4. Observations and documentation will occur weekly until it is determined that the teacher candidate is progressing toward the successful completion of the student teaching experience.

If it is determined by the university supervisor, the cooperating teacher, and the Coordinator of Educational Experiences that the teacher candidate is once again not making progress toward successful completion of the student teaching experience, they will make a documented recommendation to CARE. The teacher candidate will be administratively withdrawn at mid-semester with no further opportunity to complete student teaching. The teacher candidate will receive a grade of "No Credit."

## H. Outstanding Teacher Candidate Awards

Cooperating teachers and university supervisors are invited to nominate their student teachers for outstanding teacher candidate awards. The nominations will be addressed to the education program coordinators and forwarded to them no later than the last Education Unit meeting of the semester. The program faculty members will review and make their recommendations to CARE. CARE will make a final decision on these awards at its last meeting of the semester.

### **Criteria for Nominating Outstanding Teacher Candidates**

To be nominated for an outstanding teacher candidate award, teacher candidates must exhibit **exemplary behavior** in all of the following ways:

1. Commitment to the profession as evidenced by participating in educational meetings beyond the school day (e.g., school board meetings), coordinating special events (e.g., intramurals, organizing field trips), and collaborating with community agencies.
2. Professional behavior demonstrated through such qualities as maintaining confidentiality for students and their families; displaying fairness toward and respect for students and colleagues; and engaging actively with students, their families, and colleagues.
3. Reflection on his/her own teaching, especially in recognizing student needs and designing teaching strategies to meet those needs.
4. Teaching competency as seen in the exceptional/creative way the student teacher prepares materials and lessons (e.g., uses an interdisciplinary approach, integrates materials across the curriculum); selects and identifies resources beyond the textbook(s); and demonstrates exceptional knowledge of subject matter being taught.
5. Communication as demonstrated by asking challenging questions; involving supervisor in dialogue between cooperating teacher and himself/herself; initiating dialogue with parents; and listening and responding appropriately to recommendations.

Nominations for outstanding teacher candidate awards must come from both the teacher candidate's cooperating teacher and university supervisor and should be in the form of a letter of recommendation addressed to the education program faculty. Outstanding teacher candidates are honored at a reception at the end of each semester.

## CERTIFICATION

### A. Criteria Determined by Connecticut State Department of Education

Candidates who have been admitted to CARE and who complete the required course work for an approved teacher education program may apply for a recommendation for certification. Eastern may recommend candidates for certification to the Connecticut State Department of Education (SDE) based on SDE regulations.

### B. Recommendations for Certification:

All candidates must submit a *Request for Teacher Certification Application* form and an ED 170A to the certification officer located in the Office of the Dean, School of Education and Professional Studies (Webb Hall, Room 160). For additional information about the certification process, please call (860) 465-0778 or visit <http://nutmeg.easternct.edu/graduate/certification.htm>.

## ROLE OF THE TEACHER CANDIDATE

### A. Requirements

As previously stated, student teaching requires the teaching candidate to work with a cooperating teacher, full time, over the course of a semester. Below are some specifics of the time commitments for student teaching:

1. Full time means working from the start of the professional school day to its completion. This is somewhat variable as different teachers arrive at or depart from school at different times.  
Teaching candidates must be guided by the precept that *this experience must take precedence over other commitments they may have*.
2. Student teaching is a full-time activity and Eastern recommends student teachers limit other activities in order to fully focus on the responsibilities of teaching. Student teaching is an experience that demands full-time commitment and concentration. This means teaching candidates should not work full time while student teaching nor plan on taking university courses in addition to their student teaching course load.
3. Student teaching spans an entire university semester. It starts on the first day Eastern Connecticut State University classes begin, and ends on the last day of finals week. While the experience is framed within the University's calendar, the teaching candidate's vacation schedule is that of the school in which they are working. In terms of student teaching responsibilities, when the host school is on vacation, the student is as well. When the school is in session, the student teachers must be present.



4. Any more than two absences must be made up by the teaching candidate. Student teachers are to adhere to standards of professional conduct expected by the school district. **If a student teacher is ill, he/she must call and notify the cooperating teacher and university supervisor.** If a planned absence is anticipated, the teaching candidate must request permission from the cooperating teacher and university coordinator. Possible acceptable reasons for a planned absence include participation in a professional development program or a job interview. Regardless of the reason, students must show cause and be professional when making such a request.

## **B. Substitute Teaching and Duty Coverage**

1. The role of teacher candidate is to learn and, therefore, he/she may not serve as a substitute teacher. If the regular classroom teacher is absent, schools must hire appropriate substitute teachers.
2. A student teacher can **assist** with coverage of recess, study hall, bus duty and other similar duties, provided there is a primary faculty or staff member as the responsible person.

## **C. Assessment/Evaluation**

Teaching candidates will be evaluated in the following ways:

1. *Approximately once every two weeks* the university supervisor will observe the teaching candidate. These observations will focus on the candidates' knowledge, skills and dispositions (e.g., lesson planning, content area knowledge, teaching style, and classroom management). The supervisor will prepare a narrative record of his/her observations and will share it with the teaching candidate at a post-observation conference. During this time the supervisor will use **constructivist** strategies to help the student understand the strengths and areas of need in his/her classroom practice and offer guidance to help him/her improve all facets of his/her teaching.
2. Midway through and at the end of student teaching, teaching candidates, cooperating teachers and the university supervisor will complete an evaluation form based on Connecticut's Common Core of Teaching. The assessment forms are in the Handbook.
3. The cooperating teacher, university supervisor and the teacher candidate will complete an online midterm and final evaluation report. See example in Appendix E.

## **D. Professionalism**

**Professionalism** relates to the attitude with which one engages the multifaceted responsibilities of student teaching as well as the symbols of professionalism a student teacher exhibits. Professionalism includes arriving at work on time and dressing appropriately and in accordance with the standards of the school.

Professionalism also means listening to the advice and feedback offered by the cooperating teacher with a desire to learn. It means reflecting on professional practice with the goal of improving teaching practice. It means working hard and viewing the world as a professional with responsibilities and not simply as a student faced with a homework assignment.

**Communication** defines one of the most challenging aspects of the student teacher/cooperating teacher relationship because it requires constant attention and nurturing to ensure the teaching candidate is doing the right things and in accordance with the expectations of the cooperating teacher. The role of the cooperating teacher is to help student teachers develop their teaching strategies. Remember that communication is a combination of what is said and unsaid. It is important to be specific and direct when communicating with the cooperating teacher and university supervisor. Be open to all feedback!

Like professionalism, **responsibility** refers to an attitude whereby the teacher candidate is willing to seek ways to be involved with and manage any and all aspects of the classroom. If a job needs to be done by the teacher, consider doing it. For example, if the teacher is out of the classroom at a time when attendance is generally taken, take it. If the teacher is present, ask or suggest taking attendance. In other words, a student teacher should make himself/herself central to the work and operations of the classroom. *Don't simply sit back and wait to be told what to do.* This, of course, should be done within the context of communication and professionalism. If a job needs to be done and the student teacher is not sure how to do it, talk with the cooperating teacher, let her/him know you see a need and ask if he/she would like you to do it and how it should be done. Cooperating teachers respect teaching candidates who both show an awareness of needs and are willing to take on responsibilities. Likewise, teaching candidates who wait to be told what to do, and/or avoid responsibilities, present a whole other impression—an impression that calls into question the individual's suitability to be a teacher.

Teachers **work hard** and expect their teaching candidates to do the same. When a teaching candidate is willing to do what it takes to get a job done well, the cooperating teacher appreciates it. When the cooperating teacher senses the teaching candidate has other priorities, he/she feels and believes the teaching candidate is not being professional and does not have what it takes to be a teacher. Teaching candidates, therefore, must be willing to work hard and do so as professionals, not as students. They need to engage the work of a teacher with diligence and an eye toward meeting the educational needs of their students.

The very best teachers are professionally **engaged** in the school **beyond their work** with students. With this in mind, teaching candidates must ensure that their work in the classroom with students is of the highest caliber. As this aspect of student teaching grows stronger, teaching candidates should look to engage in the school in different ways (e.g., join a faculty committee).

Lastly, teachers are dedicated professionals who believe strongly in the importance of their work. They also believe it takes a special person to be an effective teacher: teachers must not only be knowledgeable about the content areas they teach but skilled in the art and science of teaching to promote student learning and personal growth. For many, teaching is a calling and everything a teaching candidate does will be interpreted as an expression of interest in and commitment to the profession.

A good teacher:

- Shows enthusiasm and excitement when teaching
- Has a positive attitude
- Provides feedback
- Motivates students
- Regularly evaluates
- Listens to students
- Sees students as individuals
- Establishes a rapport with students
- Is actively involved

## **E. Professional Responsibilities of the Teaching Candidate**

The teaching candidate has definite personal and professional obligations. He/she must realize that while the cooperating teacher plays a major role in directing his/her student teaching, the teaching candidate must assume additional tasks, many of which have been presented to him/her throughout his/her professional preparation.

Specifically, the teaching candidate should strive to achieve the following professional goals:

1. Become personally and deeply involved in the process of becoming a teacher, show concern for the problems of education and develop a professional attitude toward teaching. Student teaching is the top priority during the experience.
2. Provide evidence of a professional vitality and a personal maturity.
3. Increase skills in effective human relationships with students, colleagues and the public.
4. Be an interested, cooperative, enthusiastic coworker with the cooperating teacher, anticipating ways to be helpful:

- a. Learn the routine of the school and the classroom and assist in the performance of matters of routine.
  - b. Become acquainted with teaching materials, their location, care and use.
  - c. Attend to classroom housekeeping, ventilation, lighting and the creation of a learning atmosphere by developing bulletin boards and other resources.
  - d. Notify the school office, the cooperating teacher and the coordinator of an intended absence or inability to meet any school appointment.
  - e. Gradually, assume the various responsibilities of the cooperating teacher during the experience and realize that a student teacher will be expected to increase responsibilities during the final weeks.
5. Become acquainted with the pupils, study their cumulative records, and develop an ethical sense of keeping information concerning students and school happenings confidential.
    - a. Have a loyalty to the school, the students and the staff; do not become involved in the criticism of one staff member by another.
    - b. Refrain from gossiping about the school, the teachers and the pupils; treat information concerning pupil records with the utmost confidence and avoid local gossip about the school, realizing that information not intended to leave the classroom or the school should in no way be divulged.
  6. Assist in the keeping of pupil records. Be certain to seek the guidance of the cooperating teacher in the technique of evaluating pupil work and pupil progress.
  7. Prepare for each day's teaching with carefully worked out plans with a definite purpose;  
Know the subject matter beyond that which the children are expected to know and work constantly to improve your own background of information. Realize that every plan must be flexibly applied in order to adjust for unanticipated circumstances.
  8. Show resourcefulness and initiative in planning and in the use of general classroom procedures; have some original ideas.
  9. Keep a daily reflection journal of experiences to periodically review activities and progress.
  10. Know that success depends upon student teacher's interest and effort.
  11. Be open-minded to criticism, interested in improving through the acceptance of suggestions and honestly strive to make use of them; intelligently recognize problems and seek help in solving them. Feel free to discuss all problems with the cooperating teacher.
  12. Establish positive student/teacher interactions that are friendly yet professional.

- a. Work to achieve wholesome relationships with students.
  - b. Serve as a model for the students to emulate and strive to be the kind of person with whom they may identify.
  - c. Consult the cooperating teacher on all matters of policy concerning classroom management and discipline. Be aware that research has shown that students learn more profitably from teachers who are professional and who carry on their teaching responsibilities in a mature manner.
13. Demonstrate professional interest through membership in professional organizations through attendance at professional meetings and through reading literature in the area of specialization and that of the teaching profession in general.
14. Collaborate with the cooperating and special education teachers to address and meet the needs of special education students in the classroom.

## **F. Professional Dispositions**

Student teachers should:

- demonstrate a positive demeanor and attitude at all times;
- collaborate and cooperate;
- arrive and depart in a responsible manner – attendance is critical;
- dress in a professional manner and consider the school and community climate regarding acceptable dress;
- be informed regarding school policies and procedures, especially those regarding safety;
- use grammatically correct language in speaking and writing – you are a role model for students;
- do not personalize negative comments from students; emphasize the positive and focus on student learning in every situation;
- identify valuable school resources such as the library media center and the technology support areas;
- blend with the culture of the classroom and observe what works with your unique group of students;

- use clarity and integrity in your teaching; think of each assignment or task as a means to build upon and support students' strengths and areas of need;
- integrate your learning from university courses and vary your instructional methods; and
- be the teacher you would want teaching you or your children.

## COOPERATING TEACHER

### A. Expectations for the Cooperating Teacher

Eastern teaching candidates know that the cooperating teacher is a professional whose primary responsibility is to his/her class and that he/she has graciously opened the door to his/her classroom to help them develop and refine professional skills. Cooperating teachers are encouraged to open the lines of communication and clearly talk about your hopes, goals, and expectations of them. Students in this phase of their professional development need support and guidance.

In this cooperating teacher/student teacher relationship, communication will be the means by which you will help the student teacher grow. To ensure a successful semester, experience suggests the cooperating teacher must take the lead in establishing the ground rules for open and effective communication. Experience suggests this is best done at the very beginning of the semester and that **formal time be set aside each day for the two of you to meet and discuss any and all aspects of what has happened and what needs to happen each day.** During the first meeting, experience also suggests it is vital for you to give your teaching candidate a clear sense of your expectations, including specific daily responsibilities.

Cooperating teachers should:

- become acquainted with the teaching candidate's background, qualifications and capabilities;
- have a desk and supplies ready for the teaching candidate the day he/she arrives;
- introduce the teaching candidate to your class as a fellow professional;
- prepare students for their work with the teaching candidate by outlining the purposes and the role of the teaching candidate in your room;
- tell other faculty something about the teaching candidate's background and interests and ask their cooperation in making him/her feel welcome.

- have copies of critical materials such as textbooks and manuals available for teaching candidate's use on the first day of his/her experience;
- show the teaching candidate around the building and introduce him/her to as many staff members as possible during the first few days;
- discuss an overview of your classroom program with the teaching candidate early in the first week;
- make available for the teaching candidate's use any curriculum materials and professional books you have in your personal library; and
- plan to have the teaching candidate move into teaching a step-at-a-time; assure him/her that this is your plan to make his/her entry into the teaching profession as hazard-free as possible.

## **B. Lesson Planning and Classroom management**

Lesson planning and classroom management are two areas where student teachers regularly request guidance. Although teaching candidates have received university classroom instruction in this area, lesson planning can take many forms and thus *it will be essential for you to clearly explain your expectations* (e.g., what a plan should contain, when plans are due).

Classroom management structures and practices can also be highly variable. Some teachers use specific and highly prescribed strategies while others manage through an expression of their own personality and unique strengths. Either way, help your teaching candidate understand what you expect, what you do and how you do it, so they can quickly learn and employ your system. Here's a website you might share with your teaching candidate: <http://www.disciplinehelp.com>

## **C. Phasing-in Responsibilities**

By the end of student teaching, the teaching candidate should be responsible for running the entire classroom. While the path for getting to this point will vary individual by individual, and in accordance with the subject being taught and the unique characteristics of the class, there is a generalized rhythm to student teaching. Selected benchmark activities for a teaching candidate phasing into the instructional leadership role are presented below.

*To ensure the student teacher has a meaningful experience, all parties should meet and map out a phase-in plan for the candidate to assume classroom management and instructional responsibilities. **The expectation for successful completion of student***

***teaching is 4-6 weeks of comprehensive instruction and responsibility for all planning.***

➤ **Step 1 -- Introductory Phase**

During this phase of student teaching, the teaching candidate should be introduced to the class and begin to assume some of the daily chores of running a classroom (e.g., take attendance, read morning announcements, collect assignments, grade assignments, etc.). They should also be part of faculty/team meetings and plan lessons and classroom activities with you. The teaching candidate should also begin providing instruction to individual students and small groups.

*When will you be doing this with your Eastern candidate?*

➤ **Step 2 -- Initial Teaching Phase**

During this phase, the teaching candidate should be evolving into a more central role in the classroom, not only providing small group instruction, but in addition, preparing lesson plans for and instructing whole-class lessons.

As the teaching candidate prepares to teach the entire class, a strategy that has worked well is to have them first watch you prepare for and teach a class and then model what they saw you do. Modeling in this case does not mean “becoming you” but rather using the techniques and methods they saw you employ as you worked toward your educational goals. Building on this experience, the teaching candidate is then ready to incorporate the resultant insights about teaching into his/her teaching style. The candidate’s written lesson plans should be developed and critiqued before the candidate implements them.

*When will you be doing this with your Eastern candidate?*

➤ **Step 3 -- Take-over Phase – A critical phase that includes 4-6 weeks of comprehensive classroom instruction**

During this phase the teaching candidate should be developing his/her own lessons with your guidance and counsel; should also assume more responsibilities around teaching the whole class as well as managing the classroom and transition times. As the student teacher moves deeper into this phase of the experience, he/she should assume responsibility with your guidance and support.



*When will you be doing this with your Eastern candidate?*

➤ **Step 4 -- Wrap-up Phase**

During this phase the candidate begins to return to the cooperating teacher the central role of instruction. This is done in accordance with the skills and needs of the students and will, by necessity, differ from school to school and classroom to classroom.

*When will you be doing this with your Eastern candidate?*

## **ROLE OF THE UNIVERSITY SUPERVISOR**

### **A. The Role and Responsibility of the University Supervisor**

The university supervisor is the primary liaison between the University, the teaching candidate and the cooperating teacher. A university supervisor's principal responsibility is to ensure a productive learning experience for the teaching candidate.

Faculty who serve as university supervisors may be full-time or adjunct faculty in the education unit at Eastern Connecticut State University. Whether full time or adjunct, Eastern is fortunate in that all who serve in this capacity bring to the position vast experience. University supervisors have demonstrated a willingness to use their experience to the benefit of the teaching candidate. They are consummate educators dedicated to improving the profession. Experience suggests these are not only highly knowledgeable professionals but caring people as well who can be trusted implicitly.

#### **1. Critical Friend to the Teaching Candidate**

As a critical friend, the role of the university supervisor is complex. They guide the teaching candidate in all aspects of his/her experience -- teaching style, content knowledge, classroom management and professionalism (e.g., dress, punctuality, relationships). They help the teaching candidate determine an appropriate rhythm for assuming classroom responsibilities, review and critique lesson plans, and guide him/her in any and all areas where a need is identified.

#### **2. Critical Friend to the Cooperating Teacher**

Given the knowledge and skills of the university supervisor, cooperating teachers should feel comfortable seeking their guidance and support as well. Teaching candidates bring to each experience different strengths and weaknesses, and it is the job of the university supervisor to help the cooperating teacher help the teaching candidate.

### **B. Evaluation**

The university supervisor will evaluate the teaching candidate. He/she will visit the school approximately once every two weeks, observe lessons, review lesson plans, and offer guidance to help the teaching candidate grow professionally. Observations and subsequent discussions are conducted with an understanding the university supervisors are observing student teacher candidates and that mistakes or weaknesses represent **opportunities for instruction and growth**. Tools the supervisors will use include narrative report forms, evaluation forms, and conferencing.

### **C. Communication/Concerns**

The primary relationships in the student teaching experience are among the teaching candidate, cooperating teacher and university supervisor. While every effort is made to ensure these are good working relationships, there may be times when a teaching candidate or cooperating teacher may determine that a sensitive issue needs to be discussed with someone other than the university supervisor. In these instances, the university supervisor should facilitate contact with the Coordinator of Educational Experiences. It is imperative the teaching candidate, cooperating teacher and/or university supervisor promptly contact the Coordinator of Educational Experiences with any issues or concerns. The education unit's goal is to support student teacher candidates with explicit feedback for professional growth.

## Appendix A – Lesson Plan Format

Note: All forms can be found at  
<http://www.easternct.edu/education/clinical/StudentTeachingForms.htm>

To be completed by the Student Teacher; a copy of the plan should be provided to Cooperating Teacher and/or University Supervisor prior to lesson implementation.

### Eastern Connecticut State University Lesson Plan Format

Student Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of lesson \_\_\_\_\_

Institution \_\_\_\_\_ Length of lesson \_\_\_\_\_

**Content Standards:** Identify one or two **primary** local, state or national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

**Prior Knowledge/Connections:** Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**Vocabulary:** Identify essential terminology to be used during instruction.

**Assessment-Essential Key Question: State essential key question(s) and identify Informal, Formal Formative and Summative Assessment that will be used during the lesson.**

How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

**Materials/Resources:** List the materials you will use in each learning activity.

**Technological resources:** List the technology resources that you will use in this lesson.

#### Learning Activities:

Identify the instructional and strategies and instructional grouping (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

#### Instructional Strategies:

#### Grouping Strategies:

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

**Lesson Procedures:** Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives). **To be completed by the Student Teacher; a copy of the plan should be provided to Cooperating Teacher and/or University Supervisor prior to lesson implementation.**

**Intervention:** Describe intervention strategies used for students who require accommodations to their instruction.

**Enrichment:** Describe strategies used for students who benefit from unique challenges in the classroom curriculum.

**Reflection:** Identify areas of strength and areas for improvement.

**Notes from the pre-conference:**

## **Appendix B -- Typical Observation**

### **RECOMMENDATION FOR A TYPICAL OBSERVATION:**

- **Arrival:** Check into the main office and follow school “sign-in” procedures.
- **Meet/Greet** cooperating teacher and student teacher
- **Pre-Observation Meeting with student teacher:** (15-20 minutes)\*  
Discuss the week’s events with the student teacher  
Review the lesson plan/s
- **Observation:** (one or two classes 45-60 minutes)\*  
Scripting  
Time coding  
Feedback  
Teacher behaviors/Student behaviors  
Observation sheets (carbon copy type)
- **Post-Observation Meeting with student teacher:** (15-20 minutes)\*  
Review  
Provide positive feedback  
Provide corrective feedback  
Discuss points of emphasis for next observation
- **Post-Observation Meeting with cooperating teacher:** (15-20 minutes)\*  
Discuss student teacher’s progress  
Plan the next observation meeting

\*Times are dependent on each teaching candidate’s schedule and needs

All forms are available online at:

<http://nutmeg.easternct.edu/education/clinical/StudentTeachingForms.htm>

**Appendix C – Observation Report**

**Eastern Connecticut State University Observation Evaluation**

Teacher Candidate: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>CCT Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning</b></p> <p>2.1 Fosters a responsive and respectful classroom climate 2.2 Promotes student engagement 2.3 Provides instruction about social skills 2.4 Fosters appropriate standards 2.5 Manages routines and transitions</p>	<p>Strengths:</p> <p>Areas for improvement:</p>
<p><b>CCT Domain 3: Planning for Active Learning</b></p> <p>3.1 Demonstrates content knowledge and content instruction at appropriate level; differentiated 3.2 Develops organized, relevant units 3.4 Employs appropriate assessment strategies 3.7 Designs academic and behavioral interventions 3.9 Includes strategies to teach and support content literacy/numeracy as relevant</p>	<p>Strengths:</p> <p>Areas for improvement:</p>
<p><b>CCT Domain 4: Instruction for Active Learning</b></p> <p>4.1 Uses evidence-based instructional strategies 4.2 Employs technological and digital resources to support learning 4.3 Leads students to construct meaning through active learning strategies 4.4 Varies student/teacher roles to develop independence and interdependence 4.5 Differentiates</p>	<p>Strengths:</p> <p>Areas for improvement:</p>

<p>instruction/supplemental intervention  4.6 Monitors and adjusts  4.7 Provides meaningful feedback</p>	
<p><b>CCT Domain 5: Assessment for Learning</b></p> <p>5.1 &amp; 5.2 Uses formative and summative assessment  5.3 Uses comprehensive data  5.4 Interprets assessment data to monitor and adjust  5.5 Shares assessment criteria and descriptive feedback to students  5.6 Communicates academic and behavioral expectations with families/educators  5.8 Designs interventions and IEPs using data</p>	<p>Strengths:</p> <p>Areas for improvement:</p>
<p><b>CCT Domain 6: Professional Responsibilities and Teacher Leadership</b></p> <p>6.1 &amp; 6.2 Engages in reflection  6.3 &amp; 6.4 Collaborates with colleagues to examine student learning data  6.5 &amp; 6.10 Collaborates with colleagues and special services staff to monitor support  6.6 Fosters proactive communication  6.7 Demonstrates an understanding of legal rights in the referral process  6.8 &amp; 5.7 Demonstrates an understanding self as it affects professional interactions  6.11 Follows the <u>Code of Professional Responsibility</u></p>	

<u>for Educators</u>	
<b>Recommendations and Goals for Next Visit:</b>	

Signature of Evaluator: \_\_\_\_\_

Signature of Cooperating Teacher: \_\_\_\_\_

Signature of Teacher Candidate: \_\_\_\_\_

ECSU 2012



**Appendix D – Post-Observation Reflection on Teaching**

**Student Teaching Evaluation**  
**Post-Observation Reflection on Teaching**

Student Teacher \_\_\_\_\_  
Date \_\_\_\_\_

Please indicate by checking box who completed this form.

- University Supervisor       Cooperating Teacher       Student Teacher

1. As you think about your lesson today and how it progressed, what aspects of your instruction were most effective in helping students learn? What evidence supports your conclusions?
  
  
  
  
  
  
  
  
  
  
2. If you made changes or adjustments during your lesson, what were they and what led you to make them?
  
  
  
  
  
  
  
  
  
  
3. If you could teach this lesson again, what would you do differently?
  
  
  
  
  
  
  
  
  
  
4. In our pre-conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about each student's performance relative to the lesson objective.
  
  
  
  
  
  
  
  
  
  
6. What have you learned that will impact your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs?

**Appendix E – Mid-Term and Final Ratings**

This form is to be used to record rubric ratings from the Student Teacher, the University Supervisor AND the Cooperating Teacher for Mid-Term and Final Evaluations. Use ratings of 1(Not Proficient), 2 (Developing Proficiency), or 3 (Proficient), or 4 (Highly Proficient) only, based on rubric descriptors. DO not total ratings. This rubric has 30 indicators. In order to receive credit in student teaching, candidates must have **no score of 1** and scores of 3 or 4 in at least 10 of the 30 indicators. *All assessment data must be submitted to receive a final grade.*

**Student Teaching Evaluation – Mid-Term and Final Ratings  
Adopted from the Connecticut State Department of Education**

1. Your Name: \_\_\_\_\_
2. Student Teacher Candidate’s ID Number: \_\_\_\_\_
3. Your Position:     Student Teacher Candidate     Cooperating Teacher     University Supervisor
4. Student Teacher Candidate’s Name: \_\_\_\_\_
5. Program:     Undergraduate                       Graduate                      Area: \_\_\_\_\_
6. If you wish to receive a copy of this survey, please enter your email address. \_\_\_\_\_

	Student Teaching Competency (Abridged)	Evaluation Ratings						
		Mid-Term			Final			
		Date:	Date:	Date:	Date:	Date:	Date:	
		ST	CT	US	ST	CT	US	
Domain 2: Classroom Environment	<i>PTC: 1A, 1B DIV: 5.1</i>	7. 2.1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels.						
	<i>PTC: 1B, 2G CNK: 1.1; PDK: 2.1, 2.3</i>	8. 2.2. Promoting engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.						
	<i>PTC: 3B, 3C PDK: 2.1, 2.2</i>	9. 2.3. Providing explicit instruction about social skills to develop students’ social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs.						
	<i>PTC: 3A, 3B, 3D PDK: 2.1, 2.2; DIV: 5.1</i>	10. 2.4. Fostering appropriate standards of behavior that support a productive learning environment for all students.						
	<i>PTC: 3D PDK: 2.2</i>	11. 2.5. Maximizing the amount of time spent on learning by effectively managing routines and transitions.						
		12. Comments (if necessary, enter online)						
Domain 3: Planning for Active Learning	<i>CNK: 1.1 PDK: 2.1, 2.2, 2.3; INT: 3.1; 3.2</i>	13. 3.1. [Demonstrating appropriate discipline-specific knowledge and skills to promote student conceptual understanding] and determining students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs. [It also includes 1.2 and 3.3]						
	<i>PTC: 2G PDK: 2.1, 2.2, 2.3 INT: 3.1, 3.2</i>	14. 3.2. Developing and organizing coherent, [interdisciplinary], and relevant units, lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline [including discourse and/or inquiry-based learning]. [It also includes 3.6 & 3.8.]						
	<i>PTC: 4C PDK: 2.4; INT: 3.2</i>	15. 3.4. Selecting appropriate assessment strategies to monitor ongoing student progress.						
	<i>PTC: 1A, 2C, 3A PDK: 2.2, 2.3; DIV: 5.1</i>	16. 3.7. Designing or selecting academic/ behavioral interventions [and strategies] through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone [individually or in groups]. [It also includes 3.5]						
	<i>L – Literacy N-Numeracy PTC: 2B, CNK: 1.1, PDK: 2.1, 2.2; INT: 3.1, 3.2</i>	17. 3.9. Including strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills [across the curriculum]. [It also includes 1.1, 1.5, & 1.6]						
	18. Comments (if necessary, enter online)							
Domain 4:	<i>PTC: 2A PDK: 2.2, 2.4</i>	19. 4.1. Using a variety of evidence-based instructional strategies to enable students to apply and construct new learning.						
	<i>TTT: 4.1</i>	20. 4.2. Using technological and digital resources [in a professional and ethical manner] strategically to support learning. [It also includes 1.3, 1.4, & 6.9]						

		Student Teaching Competency (Abridged)	Evaluation Ratings					
			Mid-Term			Final		
			Date:			Date:		
			ST	CT	US	ST	CT	US
	<b>PTC: 1B, 2G</b> <b>PDK: 2.1, 2.3</b>	21. 4.3. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.						
	<b>PDK: 2.1</b>	22. 4.4. Varying the student and teacher roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to students.						
Domain 4: Instruction	<b>PTC: 2A, 2F</b> <b>PDK: 2.3;</b> <b>DIV: 5.1</b>	23. 4.5. Using differentiated instruction and supplemental intervention to support students with learning difficulties, disabilities and/or particular gifts and talents. <i>Note: Differentiated instruction applies to all students (tier one) and supplemental instruction applies to students in tiers two and three.</i>						
	<b>PTC: 2D</b> <b>PDK: 2.4</b>	24. 4.6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.						
	<b>PTC: 2E</b> <b>PDK: 2.4</b>	25. 4.7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.						
		26. Comments (if necessary, enter online)						
Domain 5: Assessment for Learning	<b>PTC: 4A, 4B, 4C</b> <b>PDK: 2.4</b>	27. 5.1 & 5.2. [Understanding the different purposes and types and of assessment and ] Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn.						
	<b>PDK: 2.4</b>	28. 5.3. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time.						
	<b>PTC: 4D, 4E</b> <b>PDK: 2.4;</b> <b>PRF: 6.1</b>	29. 5.4. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress.						
	<b>PTC: 2E, 4B</b> <b>PDK: 2.4</b>	30. 5.5. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.						
	<b>PTC: 3B, 4D</b> <b>PDK: 2.4;</b> <b>PRF: 6.1</b>	31. 5.6. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.						
	<b>PTC: 4C</b> <b>PDK: 2.4;</b> <b>DIV: 5.1</b>	32. 5.8. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities.						
	33. Comments (if necessary, enter online)							
Domain 6: Professional Responsibilities and Leadership	<b>PTC: 5E</b> <b>PRF: 6.1</b>	34. 6.1 & 6.2 Continually engaging in reflection, self-evaluation and professional development [formal and/or informal] to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.						
	<b>PTC: 5B</b> <b>PRF: 6.1</b>	35. 6.3 & 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, and curricula [to support student learning and positive school climate].						
	<b>PTC: 5A, 5B, 5C</b> <b>DIV: 5.1;</b> <b>PRF: 6.1</b>	36. 6.5 & 6.10 Collaborating with colleagues, administrators, families, and special services staff [to develop individualized student success plans (e.g. attending PPT and SRBI Data Team)] and to monitor the impact of instructional or behavioral support and interventions.						
	<b>PTC: 5D</b> <b>TTT: 4.1;</b> <b>DIV: 5.1;</b> <b>PRF: 6.1</b>	37. 6.6 Proactively communicating in culturally respectful and sensitive ways with families [including the professional and ethical use of technology] in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning. [It also includes 1.4, 5.7 & 6.9]						
	<b>PTC: 5A</b> <b>DIV: 5.1;</b> <b>PRF: 6.1</b>	38. 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process.						
	<b>PTC: 5D</b> <b>DIV: 5.1;</b> <b>PRF: 6.1</b>	39. 6.8 & 5.7 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues [including the students with special needs].						
	<b>PTC: 5A-5E</b> <b>PRF: 6.1</b>	40. 6.11 Conducting themselves as professionals in accordance with the Connecticut's <u>Code of Professional Responsibility for Educators</u> .						
	41. Comments (if necessary, enter online)							

\_\_\_\_\_  
Teacher Candidate      Date

\_\_\_\_\_  
Cooperating Teacher      Date

\_\_\_\_\_  
University Supervisor      Date

\_\_\_\_\_  
Teacher Candidate      Date

\_\_\_\_\_  
Cooperating Teacher      Date

\_\_\_\_\_  
University Supervisor      Date

## **Appendix F – Disposition**

### ONLINE INFORMATION

This handbook and related forms are online at:

<http://nutmeg.easternct.edu/education/clinical/index.htm>

The online surveys are adopted from the Connecticut State Department of Education and the Connecticut Common Core of Teaching. The link above will provide access to student teaching forms and evaluation instruments. You may also access the survey through the following steps:

- Eastern Connecticut State University's Home Page
- Academics
- Departments
- Education
- Educational and Clinical Experiences Home
- Student Teaching
- Forms
- Click on the link for the assigned program

NOTE: Elementary, secondary and physical education student teacher candidates have one form. Early childhood education student teacher candidates have a form with family and community involvement competencies. Both are clearly labeled on the website. Please work with your assigned university supervisor to locate the correct survey. If you have difficulty you may contact the Office of Educational and Clinical Experiences at 860.465.0111 or 860.465.4534.

*There are times when it is necessary to contact your network administrator due to security blocks that may prevent access within your district. This is a safe site and part of Eastern Connecticut State University.*

**Appendix G – University Supervisor’s Performance Survey**

**UNIVERSITY SUPERVISOR’S PERFORMANCE SURVEY  
Education Unit  
Eastern Connecticut State University**

University Supervisor’s Name _____	Date _____
_____	
Semester _____	(Please indicate Fall/Spring and Year)

**A. Please indicate items that describe your role:**

Teacher Candidate _____	Cooperating Teacher _____
Grade Level Instructed _____	Instructional Grade Level(s) _____
Subject (secondary level) _____	Subject (secondary level) _____

**B. Please circle the expression that best describes the University Supervisor's performance in each of the following areas:**

**1. Level of support given to the teacher candidate:**

Highly Supportive                  Supportive                  Adequate                  Unsupportive

Comments:

**2. Feedback on teaching given to the teacher candidate:**

Very Helpful                  Helpful                  Adequate                  Unhelpful

Comments:

**3. Recommendations provided to the teacher candidate:**

**Very Helpful                      Helpful                      Adequate                      Unhelpful**

**Comments:**

**4. Evidence of collaboration with the cooperating teacher:**

**Very Positive                      Positive                      Adequate                      Negative**

**Comments:**

**5. Support given to the cooperating teacher:**

**Highly Supportive                      Supportive                      Adequate                      Unsupportive**

**Comments:**

**6. University Supervisors are responsible for classroom visits every second week. Was the number of visits adequate to facilitate the student teaching experience?**

**Yes**

**No**

**Comments:**

**Any feedback regarding the student teaching experience, not specific to the university supervisor, should be sent separately and may be communicated to Dr. Hari Koirala (860-465-4556) or Ms. Mary-Grace Shifrin (860-465-0111).**

**Please send to: Hari Koirala, Ph.D., Professor and Department Chair  
Eastern Connecticut State University  
EDUCATION UNIT, Webb Hall Room 124  
83 Windham Street  
Willimantic, CT 06226**

**FAX: (860) 465-5099**



## **Appendix H – Conceptual Framework**

### **EASTERN CONNECTICUT STATE UNIVERSITY EDUCATION UNIT CONCEPTUAL FRAMEWORK**



#### **Candidate Proficiencies for Eastern Connecticut State University**

##### **1: Content Knowledge (CNK)**

1. Candidates/Graduates demonstrate in-depth understanding of content knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students through meaningful questions and learning experiences.

##### **2: Pedagogical Knowledge (PDK)**

- 2.1 Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.
- 2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.
- 2.3 Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.
- 2.4 Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.

##### **3: Integration of Knowledge (INT)**

- 3.1 Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.
- 3.2 Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.

##### **4: Technology as a Tool to Teach (TTT)**

4. Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.

**5: Diversity (DIV)**

5. Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

**6: Professionalism (PRF)**

6. Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.

**Table 2.** Assessment System Schema Aligned with the Education Unit’s Conceptual Framework

<b>Transition Point</b>	<b>What critical strand is assessed?</b>	<b>How is it assessed?</b>	<b>Who assesses, analyzes, and monitors?</b>	<b>How are results used to improve programs/unit?</b>
<b>Entry/Pre-admission</b>	<ul style="list-style-type: none"> <li>• <b>CNK</b></li> <li>• <b>DIV</b></li> <li>• <b>PRF</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative undergraduate GPA of 2.70 (B-)</li> <li>• Passing scores on PRAXIS I</li> <li>• Passing scores on PRAXIS II for graduate secondary certification candidates</li> <li>• Three letters of reference</li> <li>• Interview with faculty</li> <li>• Entry survey of candidates</li> </ul>	<p>Committee on Admission and Retention in Education (CARE)</p> <p>Research and Assessment Faculty</p>	<p>Candidates are not admitted to the program unless they meet these assessment standards. The system allows the education unit to maintain standards.</p>
<b>Mid-point/Pre-student teaching</b>	<ul style="list-style-type: none"> <li>• <b>PDK</b></li> <li>• <b>INT</b></li> <li>• <b>TTT</b></li> <li>• <b>DIV</b></li> <li>• <b>PRF</b></li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of minimum cumulative GPA of 2.70 (B-) throughout coursework</li> <li>• Grades of “C” or higher in all education courses</li> <li>• Passing scores on required lesson and unit plan assessments</li> <li>• Clinical experience evaluation by Cooperating Teacher and University Supervisor</li> <li>• Passing scores on programmatic performance assessment</li> </ul>	<p>Course Instructors, Program Coordinators, and the Committee on Admission and Retention in Education (CARE)</p> <p>Research and Assessment Faculty</p>	<p>Candidates are given feedback and weak areas are strengthened in courses.</p>
<b>Student Teaching</b>	<ul style="list-style-type: none"> <li>• <b>CNK</b></li> <li>• <b>PDK</b></li> <li>• <b>INT</b></li> <li>• <b>TTT</b></li> <li>• <b>DIV</b></li> <li>• <b>PRF</b></li> </ul>	<ul style="list-style-type: none"> <li>• Student teaching evaluation by Cooperating Teacher and University Supervisor</li> <li>• Performance task of teaching in the student teaching seminar</li> </ul>	<p>Cooperating Teacher, University Supervisor, Course Instructors, and the Coordinator of Educational Experiences</p> <p>Research and Assessment Faculty</p>	<p>Student teaching results and cooperating teacher feedback are used to improve courses, programs, and the education unit.</p>

<b>Exit/ Certification</b>	<ul style="list-style-type: none"> <li>• <b>CNK</b></li> <li>• <b>PDK</b></li> <li>• <b>INT</b></li> <li>• <b>TTT</b></li> <li>• <b>DIV</b></li> <li>• <b>PRF</b></li> </ul>	<ul style="list-style-type: none"> <li>• Passing scores on PRAXIS II</li> <li>• State of CT Reading Test for ECE and ELE</li> <li>• Successful completion of the Exit Portfolio for ECE</li> <li>• Completion of undergraduate degree and a major other than education with a minimum of 2.70 GPA</li> <li>• Exit survey of candidates</li> </ul>	<p>Certification Officer</p> <p>Research and Assessment Faculty</p>	<p>Data on certification completion are used to improve programs.</p>
<b>Post-certification</b>	<ul style="list-style-type: none"> <li>• <b>CNK</b></li> <li>• <b>PDK</b></li> <li>• <b>INT</b></li> <li>• <b>TTT</b></li> <li>• <b>DIV</b></li> <li>• <b>PRF</b></li> </ul>	<ul style="list-style-type: none"> <li>• Graduate Survey</li> <li>• Employer Survey 1.</li> </ul>	<p>Research and Assessment Faculty</p>	<p>Graduates' strengths and weaknesses are considered to make changes in courses, programs, and the education unit.</p>

## **Connecticut State Department of Education**

### **Connecticut Code of Professional Responsibility for Teachers**

#### **Regulations of Connecticut State Agencies**

#### **Sec. 10-145d-400a. Code of professional responsibility for teachers**

##### Preamble

##### Subsection (a)

- 1) The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.
- 2) The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.
- 3) Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

##### (b) Responsibility to the student

- 1) The professional teacher, in full recognition of his or her obligation to the student, shall:
  - A. Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
  - B. Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
  - C. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

- D. Foster in students the full understanding, application and preservation of democratic principles and processes;
- E. Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- F. Assist students in the formulation of value systems and worthy, positive goals;
- G. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- H. Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- I. Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- J. Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

2) The Professional teacher, in full recognition of his or her obligation to the student, shall not:

- A. Abuse his or her position as a professional with students for private advantage;
- B. Sexually or physically harass or abuse students;
- C. Emotionally abuse students; or
- D. Engage in any misconduct which would put students at risk.

(c) Responsibility to the profession

1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:

- A. Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- B. Uphold the professional teacher's right to teach effectively;
- C. Uphold the principle of academic freedom;
- D. Strive to exercise the highest level of professional judgment;
- E. Assume responsibility for his or her professional development;
- F. Encourage the participation of teachers in the process of educational decision-making;
- G. Promote the employment of only qualified and fully licensed teachers;

- H. Encourage promising, qualified and competent individuals to enter the profession;
  - I. Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
  - J. Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
- 2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:
- A. Obtain licensure or employment by misrepresentation or fraud;
  - B. Misrepresent his, her or another's professional qualifications or competencies; or
  - C. Engage in any misconduct which would impair his or her ability to teach.

(d) Responsibility to the community

- 1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:
- A. Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
  - B. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
  - C. Promote the principles and ideals of democratic citizenship; and

**ENDEAVOR TO SECURE EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN.**

## Appendix J – Fingerprinting and Background Check

### **FINGERPRINTING AND BACKGROUND CHECK PROCESS**

**Prior to Student Teaching ALL candidates must complete the fingerprinting and background check process. Each candidate is required to see that the results are communicated with the assigned district. Student teaching assignments are not confirmed until this information has been received by a prospective district.**

The following Connecticut General Statute requires that you complete the fingerprinting background check process prior to placements in public schools as of July 1, 2010:

#### **C.G.S. SEC. 10-221d**

Sec. 10-221d of the CGS as amended by Public Act 09-01, Section 8, requires that each local or regional board of education shall require each worker ... “on and after July 1, 2010, in a non-paid, non-certified position completing preparation requirements for the issuance of an educator certificate pursuant to chapter 166”... who performs a service directly involving student contact must submit to state and national criminal history background checks within 30 days from the date that the worker begins to perform such service.”

In addition, if the local or regional board of education receives notice of a conviction of a crime by a person, on and after July 1, 2010, in a non-paid, non-certified position completing preparation requirements for the issuance of an educator, **the local or regional board of education shall send such notice to the State Board of Education.**

The checks must be completed in accordance with Sec. 29-17a of the C.G.S. through the Connecticut Department of Public Safety. Background checks completed by private companies do not fulfill the requirements of the statute.

Candidates can indicate to which districts the fingerprinting confirmation should go, if the district placement is known at the time of fingerprinting. If the placement district(s) are not known at time of fingerprinting, check with the RESC to determine how fingerprinting confirmation can be reported to a district at a later date.

Districts are sent follow-up information to confirm who has been fingerprinted and date of fingerprinting. After the fingerprints have been processed by the State Police and Federal Bureau of Investigations (FBI), and **if the results show criminal conviction, the RESC will report the results to the Connecticut State Department of Education, and the school district.**

In order to comply with the C.G.S. SEC. 10-221d and successfully complete program requirements leading to certification you are required to complete a background check, including the fingerprinting requirement by a Regional Education Resource Center as follows:

<b>EASTCONN</b>	376 Hartford Tpke Hampton , CT 06247	(860) 455-0707	<a href="http://www.eastconn.org/index.php?option=com_content&amp;view=article&amp;id=89&amp;Itemid=114">http://www.eastconn.org/index.php?option=com_content&amp;view=article&amp;id=89&amp;Itemid=114</a>	<b>\$48</b>
<b>ACES</b>	350 State Street, North Haven, CT 06473	(203) 498-6800	<a href="http://www.aces.org">http://www.aces.org</a>	<b>Contact for fee</b>
<b>Education</b>	355 Goshen Road	(860) 567-0863	<a href="http://www.educationconnection.org/">http://www.educationconnection.org/</a>	<b>\$43.25</b>

<b>Connection</b>	Litchfield, CT 06759			
<b>LEARN</b>	44 Hatchetts Hill Road Old Lyme, CT 06371	(860) 434-4800	<a href="http://www.learn.k12.ct.us">http://www.learn.k12.ct.us</a>	<b>Contact for fee</b>
<b>CREC</b>	111 Charter Oak Avenue Hartford, CT 06106	(860) 247-2732	<a href="http://www.crec.org/fp/fingerprinting.php">http://www.crec.org/fp/fingerprinting.php</a>	<b>\$60</b>
<b>CES</b>	40 Lindeman Drive Trumbull, CT 06611	(203) 365-8800	<a href="http://www.ces.k12.ct.us/page.cfm?p=2523">http://www.ces.k12.ct.us/page.cfm?p=2523</a>	<b>\$55</b>