

Professional Program for Teacher Certification Handbook

For Teacher Candidates

*Preparing Professionals for Service in Our
Communities*

School of Education & Professional Studies
Central Connecticut State University

School of Education and Professional Studies
Professional Program for Teacher Certification Handbook
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INTRODUCTION

Congratulations on your acceptance to the Professional Program for Teacher Certification! You have worked hard to reach this point. As you move into the professional level of your program, you are more than a student; you are now a teacher candidate, preparing to join the ranks of professional educators. The Professional Program for Teacher Certification is a rigorous and challenging program with an excellent reputation for quality and service. Admission to the Professional Program is a privilege which carries with it responsibilities not only to the program but to the public schools we serve. This handbook has been developed to help you meet the challenges and responsibilities ahead.

Please take some time to read through the handbook. It has information on all aspects of the program from early field experiences through the certification process, as well as helpful tips and timelines to ensure successful completion of the program. The handbook is designed to be used throughout your Professional Program. Keep it easily accessible so you can refer to it whenever you need information.

The faculty and administration of the School of Education and Professional Studies are committed to the preparation of quality teachers with the knowledge, skills, and dispositions needed to teach children in today's complex school environments. We want you to be successful in the program and this handbook is provided as one of many resources to help you along the way. Welcome to the community of the Professional Program for Teacher Certification and good luck!

MISSION

The faculty of the School of Education and Professional Studies constitute a professional school dedicated to the quality preparation of professionals in education and other human service settings. As an integral part of Central Connecticut State University's history and traditions, the faculty in the school embraces the University's mission and commitment to "encourage the development and application of knowledge and ideas through research and outreach activities." Guided by the purpose of *preparing professionals for service in our communities*, it is our mission to provide leadership for:

- ◆ Preparing beginning teachers to serve in the region, the state, and the nation
- ◆ Providing advanced preparation to administrators, teachers, counselors, specialists, and other educational leaders
- ◆ Providing advanced preparation to specialists in health fitness, family counseling, and nursing
- ◆ Applying principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the professions
- ◆ Developing knowledge, skills and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes and beliefs and enhanced by active reflection
- ◆ Influencing educational and social policies at the local, state, and national levels

CONCEPTUAL FRAMEWORK

As a CCSU teacher candidate, you will be striving throughout the professional program to build the knowledge, skills and professional dispositions required to be an effective teacher. The most effective teachers inspire all students to learn and provide the support and feedback students need to master important and challenging ideas. To help you become an effective teacher, program faculty have identified some critical outcomes that you need to master. These outcomes are summarized in the *CCSU Conceptual Framework for Teacher Education*.

As you review the *Conceptual Framework*, you will see that some of the outcomes address knowledge of the content and the children you will teach, while others address knowledge of learning theory. A second group of outcomes addresses the skills you need to effectively apply your knowledge in a classroom. A third group of outcomes addresses the professional dispositions, or habits of mind and conduct, evident in your professional interactions with others. Mastering these outcomes is both challenging and important.

CCSU Conceptual Framework

The education professional as an active learner,

- ◆ Possesses strong content knowledge in the arts and sciences
- ◆ Communicates in multiple forms to diverse audiences
- ◆ Possesses pedagogical knowledge for content to be taught
- ◆ Engages in habits of critical thinking and problem solving

The education professional as a facilitator of learning for all students,

- ◆ Applies knowledge of human development across the life span, including physical, cognitive, social, and emotional growth
- ◆ Respects and values all learners
- ◆ Addresses the diversity of learning environments
- ◆ Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning

The education professional as a reflective and collaborative practitioner,

- ◆ Makes informed and ethical decisions
- ◆ Accepts responsibility for student learning
- ◆ Engages in opportunities for professional growth
- ◆ Collaborates with colleagues, families, and the school community

ACADEMIC ADVISING

Academic advising is a dynamic process between you and your advisor that focuses on academic planning and decision making. Faculty advisors help you interpret and understand degree and program requirements and University policies. It is important to realize that faculty advisors are full-time faculty who devote most of their time to teaching. **Ultimately you are responsible for knowing and fulfilling degree requirements and for observing deadlines.**

The counselor for the School of Education and Professional Studies (SEPS), Mary Pat (Hager) Bigley, provides supplemental advising for all undergraduate students in the School. While it is important for you to meet with your own faculty advisor(s), Mary Pat is available throughout the year to assist you. She can answer your questions about requirements and policies, assist you in resolving academic issues, and help you with long term planning by seeing the “big picture.”

Undergraduates:

Now that you have been admitted to the Professional Program and are officially a teacher candidate in the School of Education and Professional Studies, you are being assigned a second advisor. However, if you are a Physical Education major, you will continue to have only one advisor. This additional advisor is a faculty member from the Department of Teacher Education specifically from your area: elementary, secondary, or all-level education. He or she will assist you as you plan to complete the Professional Program. This advisor will be able to give you valuable advice about your professional courses and help you plan for your career as a teacher. You should make a point to meet with your Teacher Education advisor at least once a semester to make sure you are on track with your academic plan.

- If you are in Elementary Education, this advisor is now your *Primary Advisor*. You will need to meet with this advisor during the two weeks prior to registration in order to obtain your alternate PIN number so you can register for classes. Your Arts and Sciences advisor is now considered your secondary advisor. You are certainly welcome to meet with both advisors, since they have different areas of expertise.
- If you are in a Secondary or All-level program, your Teacher Education advisor is considered your secondary advisor. Your Arts and Sciences advisor remains your primary advisor and you will obtain your alternate PIN number from him or her. You are strongly encouraged to meet with both advisors.

Post-Baccalaureate Graduate Students:

You will continue to be advised by the advisor who was previously assigned to you.

Advising and Registration Guidelines for the Professional Program:

1. **Schedule an appointment with your advisor(s).** Consult the list of faculty advisors for the preferred way to contact your Teacher Education advisor. Faculty advisors generally put in extra office hours during the two week advising period prior to registration. Because of these extra hours, they are often hard to reach during the actual registration period. You need them, not only for your alternate pin number, but because they can help you plan your schedule and talk to you about upcoming field experiences. If you snooze, you lose.
NOTE: Post-Baccalaureate students do not need an alternate pin number to register for classes.
2. **Prepare for your advising appointment.** Print an unofficial transcript from *Central Pipeline*, look up courses online, and make a preliminary plan of the courses you want to take in the next semester.
 - a. **Undergraduate students should print a Degree Evaluation from *Central Pipeline*.** This is a very useful advising tool. You enter your degree and major, and the system compares your requirements to your transcript and tells you which requirements you have met and which ones you still need to complete. It is not perfect and you may find discrepancies. You can speak with your advisor about the audit and resolve any discrepancies with her or him or with the Registrar's Office, if necessary. Directions for running a Degree Evaluation are on the Registrars' website or following this section.
 - b. **Prepare a plan for graduation (undergraduates) or program completion (post-baccalaureate students).** Lay out your next several semesters, including summer and winter sessions if necessary. You have a much better chance of completing the program on time if you plan ahead. Many of your professional courses must be taken in clusters or sequences and require specific prerequisites. These are outlined in the *Field Experiences and Student Teaching* section of this handbook. You need to consider how you will manage and schedule your field experience hours. Pencil in your remaining major and general education requirements as you have room in your schedule. This can be a trying task, one that your advisor can help you with if you bring in a rough outline.
3. **Register on your Priority Registration date!** It makes no sense to wait. If you don't have a perfect plan for a schedule, you can always adjust it later.
4. **If you have problems with registration, seek help right away.** All of the professional courses are programmed with prerequisites. Some courses have certain sections designated for Elementary Education students and other sections for Secondary or pre K-12 students. You could encounter a registration error if:
 - a. you are trying to register for an inappropriate section of a course. Check the Course Schedule for section information. This information is NOT visible in Central Pipeline;
 - b. you have not completed a prerequisite or are not currently registered for a prerequisite;
 - c. your major or degree information is not correct in Central Pipeline. Errors can occasionally occur and sometimes your record has not been coded correctly. For example, your degree may still say "pre-BSED" or "pre-Cert" even though you have been fully admitted to the Professional Program. You cannot fix this problem yourself. Seek help in the School of Education and Professional Studies Advising Center in Barnard 201 immediately;

- d. a course is closed. If all sections of a professional program course are closed, bring this to the attention of the appropriate academic department immediately. Professional program courses with designators of EDEL, EDF, EDSC, EDTE are offered by the Department of Teacher Education in Barnard 226. Courses with designators of EDT are offered by the Department of Educational Leadership in Barnard 231. For courses with other designators, go to the appropriate department. Don't wait and hope that someone will drop a professional program course! Departments will try their best to accommodate all students admitted to the Professional Program.

CentralPipeline Guide to Generating a Degree Evaluation

Printing a Degree Evaluation

1. Click on the Student tab.
2. From the WebCentral-Banner Web channel, click on the Degree Evaluation link.
3. If prompted, select the current Term and click on the Submit button.
4. On the Degree Evaluation screen, click on one of the following:
 - a. View Previous Evaluations – to view evaluations that have been run.
 - b. Generate New Evaluation – to run a new evaluation.
 - c. What-if Analysis – to run an evaluation for a different Program (this is used to determine what classes you have already taken will count in a different Program if you choose to switch Programs).

Viewing a Previous Evaluation

After selecting View Previous Evaluations:

1. From the View Previous Evaluations screen, click on the Program name under Current Evaluations.
2. From the Degree Evaluation Display Options screen, click on the radio button next to Detail Requirements, then click on Submit. Your Degree Evaluation will be displayed.

Generating a New Evaluation

After selecting Generate New Evaluation:

1. On the Generate New Evaluation screen, click on the radio button next to Program.
2. Select the current term.
3. Verify that Use In-Progress Courses is checked.
4. Click on Generate Request.
5. At the Degree Evaluation Display Options screen, click on the radio button next to Detail Requirements, then click on Submit.
6. The Degree Evaluation results will be displayed. You can print the results by clicking on File and then Print (or the Print icon).

EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

As a teacher candidate, you are expected to model professional behaviors for students and must live up to high standards and values established in both the *Connecticut Code of Professional Responsibility for Teachers* and in the School of Education and Professional Studies. Your behavior in courses and field placement school classrooms reflects not only on yourself but on the university. The *Professional Behavior in Field Experiences* section outlines expectations for attendance, appearance, use of school facilities, security and videotaping. Becoming familiar with and internalizing the information in this section will increase the likelihood of your success in the program.

Connecticut Code of Professional Responsibility for Teachers

Section 10-145d-400a of the Regulations of Connecticut State Agencies

Preamble

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.

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 commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the *Connecticut 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 purpose of this code of professional responsibility, “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.

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 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 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 lawfully 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) Sexuality or physically harass or abuse students;
 - (c) Emotionally abuse students; or
 - (d) Engage in any misconduct which would put students at risk.

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.

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
 - (d) Endeavor to secure equal educational opportunities for all children.
 - (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:
 - (a) Exploit the educational institution for personal gain; or
 - (b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.
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Professional Behavior in Field Experiences

Attendance

Your host teacher and the students in the classroom are counting on you. If you are sick and unable to attend your field experience, it is expected that you will make appropriate contact with your host teacher. Please discuss the procedures your host teacher would like to follow. You are expected to make up the time you missed. In addition, please follow the procedures that are in place from your course instructor regarding notification of an absence from your field experience. If you are responsible for teaching a lesson on the day of your absence, you must provide the materials needed to the host teacher so the lesson can be taught. Often the lesson you would have been presenting is part of a unit sequence. The students and host teacher cannot wait until your next visit to move along with the curriculum. Missing field experience days to complete homework from other classes, work, and non-CCSU break vacation plans is unacceptable and will reflect poorly on your overall performance in the class. Exceptions for extraordinary circumstances due to serious health issues or death in the family may be granted with official documentation.

Appearance

A school is a professional environment. Every school has expectations regarding the appearance of its faculty and staff. As a pre-service teacher participating in a field experience, you are expected to meet or exceed the schools' expectation of appearance. You are expected to dress professionally at all times in the schools. It is your responsibility to become familiar with the school's expectations for faculty appearance and dress appropriately during the field experience. Personal hygiene is very important when working closely with students and with school employees. Naturally, you should avoid strong or excessive odors or perfumes and fragrances. Below are some examples of appropriate and inappropriate clothing.

Appropriate Clothing

- ◆ Clean, neat, and un-torn attire.
- ◆ For women, dresses, skirts, pants, pantsuits, skorts, shirts, and blouses are suitable. All clothing should be modest and are not to be excessively short, tight or revealing. Any shirt, blouse, or dress that covers the back and midriff and does not have a plunging neckline and is not see-through is acceptable. Footwear (shoes, boots, and sandals) should complement professional attire.
- ◆ Suitable attire for men includes pants, collared shirts, shoes/boots, and socks. Ties are optional. Shirts are to be tucked, and buttoned. All clothing should be modest and not be excessively tight or revealing.

Inappropriate Clothing

- ◆ Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity.
- ◆ Any excessively tight or form-fitting article of clothing.
- ◆ Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter-tops, low-cut garments, short shirts and flip-flops.
- ◆ Tattered, frayed, ripped or excessively worn and faded clothing.
- ◆ Transparent, translucent or sheer clothing.
- ◆ Clothing associated with gang activities including athletic jerseys and headgear which may be associated with gang affiliation.
- ◆ Clothing that bares any part of the mid-section, even if the mid-section is bared unintentionally.
- ◆ Any visible portion of your underwear or under-garments.
- ◆ Tattoos on the face or body not covered by clothing.
- ◆ Baseball caps, knit caps or any other head covering.

Exceptions to the above guidelines may occur for those teacher candidates who are engaged in physical education or technology education activities which might require appropriate attire for specific applications.

(adapted from the Teacher Education website, Eastern New Mexico University, Portales, NM: <http://education.enmu.edu/partners/tep/dress-code.shtml>)

Personal Phone, Email and Internet Communication

Our expectations for teacher candidates' appearance and behavior extend to answering machine messages, email user names, MySpace and similar social networking sites and other image-creating communication media.

- ◆ Answering machine messages: please be sure that your outgoing message is professional and succinct.
- ◆ Email user names: the name you choose may give a different impression of you than you would like. What is appropriate for a college student may not be appropriate for a beginning professional.
- ◆ Social Networks (Facebook, Twitter, etc.): be careful what you post, and check other user's comments about you. Be aware that your students are likely surfing these sites; many potential employers are also now reviewing social networking sites in performing background checks. Additionally, be safe and do not upload pictures or videos of children, even if you have signed permission from parents.

Use of School Telephones and Copiers

- ◆ Do not make personal calls during the day. This includes the use of cell phones. Cell phones must be **turned off** prior to entering the school building. (If you are a parent, you may receive special permission to have your cell phone on *vibrate*. Please discuss this with your host teacher.)
- ◆ Copiers should only be used to copy instructional materials for the students or information that will be sent home to parents. Please discuss the rules that are in place for the copier in your building. In some schools, specific school personnel are the only ones who may use the copier. If you are able to use the copier, please make sure you know how it works and what procedures should be followed in case of a paper jam.
- ◆ Students should not use the copy machine to copy curriculum or other materials for their files or personal use.
- ◆ If your building has a laminator, it may be used only for school related purposes. Please consult your host teacher regarding its use.

Safety and Security

For the safety of the students, all buildings follow security procedures. Ask to read the school's safety/emergency plan. Typically, buildings keep all doors locked during the day except for the main door by the driveway. In some instances, the main door is also locked. In these situations, a buzzer is located near the door. The office staff will need to let you in the building.

Each time you visit your school site, please do the following:

- ◆ Report to the office and sign in upon arrival;
- ◆ Wear an appropriate visitor's badge while in the school;
- ◆ Return the badge (if appropriate) and sign out.

Videotaping

If you must videotape a lesson as part of a university assignment, you must obtain written permission from the parents in advance. Please consult your host teacher as well as your instructor for more information on school and classroom policies.

FINGERPRINTING and BACKGROUND CHECKS

The legislature has passed a new law requiring all students in education programs to complete a fingerprint based criminal background check before participating in field experiences. School districts must review the criminal background reports of these university students before they participate in field experiences, including student teaching. CCSU does not receive the background reports nor is it involved in the distribution of reports, but we are responsible for facilitating the completion of fingerprinting for the reports that the school districts use. I'm sure we all agree that this is an important step for the safety of school children. While beneficial for school safety, it does mean an additional cost and inconvenience to teacher candidates.

Note: Information about implementing the new fingerprinting requirement is very fluid. The information provided here is subject to change without notice. See the CCSU School of Education webpage for the latest information: <http://www.education.ccsu.edu/>

What is CREC and why does CCSU use them to do the fingerprinting for the background check?

The State Department of Education has designated the Regional Educational Service Centers (RESC) as the authorized agencies to complete the fingerprinting and distribute the background checks to school districts. Reports based on fingerprinting completed through a town police department or other non-RESC agency cannot be distributed to other districts. The Capitol Region Education Council (CREC) is the RESC that serves CCSU and the majority of districts that CCSU uses for field experiences. CREC gets the background report within 48 hours while other RESCs take roughly 8 weeks. This is because CREC takes electronic fingerprints that are submitted directly to the FBI. If there is a problem with the fingerprints, the teacher candidate is notified immediately. Other RESCs take ink-on-paper fingerprints that must be mailed to the FBI. These can take 8 weeks or more to be evaluated and the report returned. If there is a problem with the fingerprints, it can take 8 weeks make this determination and the whole process must be repeated. The other reason CCSU uses CREC is that CREC automatically distributes the background reports to the districts it serves. While the RESCs can distribute information among themselves, if you do not use CREC, you must request that the information be sent from the other RESC to CREC. The background check from a different RESC may not arrive in the district within the required time. This may result in you losing the placement. It is the teacher candidate's responsibility to ensure that the process is completed and that the district receives the report before the semester begins. CCSU's process is set up to facilitate this.

What Professional Program courses require fingerprinting in order to participate in field experiences?

ART 302,	EDEL 430,	EDSC 435,	FA 412,	MUS 311,	PE 416,	RDG 412,	SPED 501,
ART 303,	EDSC 414/415,	EDTE 315,	MATH 412,	MUS 315,	PE 418,	RDG 440,	SPED 521/522,
ART 400,	EDSC 417/419,	EDTE 316,	MATH 413,	MUS 316,	PE 417,	SPED 433,	SPED 523/524
ART 402,	EDSC 420/421,	EDTE 320,	ML 428,	PE 405,	RDG 315,	SPED 434,	SSCI 415,
ART 491,	EDSC 425,	EDTE 420,	ML 429,	PE 406,	RDG 316,	SPED 435,	TE 400,
EDEL 415,	EDSC 428,	ENG 420,					
	EDSC 429						

When do I get fingerprinted for student teaching?

Proof of fingerprinting for a background report that is valid for the student teaching semester must be submitted with the student teaching application.

How long is the fingerprinting valid?

Professional Program candidates will submit proof of completing fingerprinting before their first field experience. The fingerprinting will be acceptable for three years from the date of the background report, or for the duration set by RESC and School District policies. Advanced Special Education and DSAP candidates submitting proof of employment must submit a new statement of employment each year.

How does the school district receive my background report?

Reports from CREC are automatically sent to all districts served by CREC. If you are placed outside of the CREC service area, you must request that CREC send the report to the district where you are placed.

Who is responsible for the background report being received by the district where I am placed?

The student is responsible. CCSU does not receive the background reports nor is it involved in the distribution of reports. CREC automatically sends background reports to the districts it serves. Reports for placements in other districts must be requested for the district by the teacher candidate. It is the teacher candidate's responsibility to ensure that fingerprinting is completed or the report is requested so the district receives the report before the beginning of the semester. If the district does not receive the report by the beginning of the semester, the placement may be canceled and the student withdrawn from the class.

Can I use my existing fingerprinting if I am currently employed by a school district?

Substitute teachers must be re-fingerprinted to participate in field experiences. If you have a permanent job with a public school district that requires fingerprinting, please contact the Assistant Dean, School of Education and Professional Studies, about special guidelines for teacher candidates employed by school districts.

What if I did my fingerprinting at a RESC other than CREC?

You will need to request that the other RESC send your information to CREC. CREC will then send your background report to the districts it serves. If you both were fingerprinted at a RESC other than CREC and you are not placed in a CREC school district, you should ask the RESC where you were fingerprinted to send the information to the district where you are placed. That RESC will identify the district's RESC and send it to them to be sent to the placement district. You should follow up to be sure the report gets sent properly.

What if I am placed in a district not served by CREC?

If you are placed in a district not served by CREC, you will need to request that CREC send your background report to the district where you are placed. CREC will order the report to be sent to your placement district. If you both were fingerprinted at a RESC other than CREC and

you are not placed in a CREC school district, you should ask the RESC where you were fingerprinted to send the information to the district where you are placed. That RESC will identify the district's RESC and send it to them to be sent to the placement district. You should follow up to be sure the report gets sent properly.

What districts does CREC serve?

CREC serves these districts:

Avon	Canton	Enfield	Harwinton	Portland	Suffield
Berlin	Cromwell	Farmington	Manchester	Rocky Hill	Vernon
Bloomfield	East Granby	Glastonbury	New Britain	Simsbury	West Hartford
Bolton	East Hartford	Granby	New	Somers	Wethersfield
Bristol	East Windsor	Hartford	Hartford	Southington	Windsor
Burlington	Ellington	Hartland	Newington	South	Windsor
			Plainville	Windsor	Locks

What happens if the background check reveals a prior conviction, arrest, or issue in my background?

Please note that CCSU does not receive background reports but is notified by the Connecticut State Department of Education of prior convictions or issues. Teacher candidates should contact the Assistant Dean, 203 Barnard Hall to discuss any possible issues. The consequences of any issue depend on the nature of the issue and the policies of the school districts and CCSU. The Assistant Dean and the Director of the Office of Student Teaching will review each case to determine the appropriate action. Be aware that some districts have a zero tolerance policy and will not accept students with any issue on their reports. A teacher candidate may be asked to sign a *Background Information Release* form before CCSU attempts to locate placements. It may not be possible to place a teacher candidate with a conviction in a school setting. Teacher candidates who fail to pass the background check may be unable to complete their chosen program at Central Connecticut State University. The University is not responsible for a teacher candidate's inability to complete their chosen degree or certification program. In addition, completion of the CCSU certification program does not guarantee that the Connecticut State Department of Education will grant the teacher candidate certification. Please see the Assistant Dean for further information regarding certification if you have a conviction or other issue.

**Please contact the Assistant Dean's Office, 860-832-2125
if you have any questions about fingerprinting and the background check process.**

FIELD EXPERIENCES AND STUDENT TEACHING

The School of Education and Professional Studies maintains a strong commitment to the preparation of teachers. With this in mind, field experiences are recognized as a significant part of the total preparation for teaching. Achievement of the program objectives requires a continuous integrated program of field experiences, including directed observation, participation, and full-time responsible teaching in partner schools. Opportunity for application of knowledge in an actual school and classroom situation is basic to the preparation of the teacher candidate. Thus, field experiences for the prospective teacher are the link between formal preparation and full-time independent teaching.

Course instructors work with you to secure appropriate placements. You must work with the placements provided to you by your course instructors and may not set up your own placements.

The Office of Student Teaching (OST), located on the third floor of Barnard Hall, Room 334, is responsible for working with course instructors and students when making field placements. Throughout the process, strict guidelines set by the State Department of Education are followed.

Students with Disabilities

If you are a student with a disability and require reasonable accommodations, you should secure a letter of accommodation from the Office of Student Disability Services as you would for any other course. You must be registered with Student Disability Services to receive reasonable accommodations. Student Disability Services is located in Willard Hall, room 101-03 and on the web at www.ccsu.edu/learnctr. It is important that your instructor receive your letter of accommodation in a timely manner, as the arrangements for field placements are complex and require a great deal of advanced work on the part of the instructors.

Criminal Background Checks

Effective July 1, 2010, Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks and the length of time they are valid will be established by the State Department of Education and cannot be changed. You will be responsible for the cost of the background check and will be provided with the necessary consent forms and other documents needed to conduct it. As part of the background check, you will need to be fingerprinted. If you fail to pass the background check, you may be unable to complete your chosen degree program at Central Connecticut State University. The University will not be responsible for your inability to complete your chosen degree program.

Field Experiences and Related Courses

Elementary Education

Sequence I: EDEL 315/SPED 315/RDG 315/FA 412

This cluster emphasizes *inclusive and diverse learning communities*. Courses are taken in literacy, special education, and theories of learning. The teacher candidate is required to spend at

least 30 hours in an assigned school. Activities may include working with individual students or small group situations. Literacy is a primary focus of the field work. Students should plan for morning field experiences twice a week.

Sequence 2: EDEL 322/RDG 316/EDEL 415

This cluster emphasizes *leadership of effective learning communities*. Courses taken extend students' understanding of reading and develop skills in planning and delivering instruction and assessing student learning. The teacher candidate will work in the assigned school twice a week for at least 40 hours. Activities will emphasize teaching and assessing in individual, small, and large group settings. Again, literacy will be a primary focus of the field work. Students should plan for morning field experience time twice a week.

Sequence 3: EDEL 420/MATH 412/RDG 412/SCI 412

During this semester, the field experience practicum is taken in conjunction with methods courses in specific content areas. The emphasis is on *inquiry-based and collaborative learning communities*. During this semester, the teacher candidate visits schools 2 days a week for at least 40 hours and participates by working with individual students, small groups, and the entire class. The planned activities include teaching the content and using methodology of the course work. The candidate is expected to analyze and reflect on the impact of his or her teaching on student learning as well as develop a critical and reflective disposition toward learning and teaching as a total school process. Again, morning is often a better time for fieldwork. In this semester, teacher candidates will complete a performance assessment, which must be passed prior to student teaching.

Sequence 4: EDEL 430/EDTE 430

The emphasis of this cluster is *the professional learning community*. The teacher candidate is expected to apply prior knowledge from previous coursework and experiences to classroom lessons, and to use varied instructional methods, teaching strategies, and materials to demonstrate the necessary skills to meet the needs of all learners. The development and implementation of an interdisciplinary or integrated unit also is required. The candidate needs to attend parent conferences, faculty meetings, and in-service programs. During this semester the teacher candidate completes an exit portfolio documenting the ability to effectively facilitate student learning. Satisfactory completion of the portfolio is required to complete the program.

Secondary Education and All-Level Education

Applying Learning Theories in Diverse Settings (K-12 Programs): EDTE 314

The emphasis in this course is on theories of learning and teaching and schools as collaborative learning communities. The teacher candidate examines the connection between theory and practice and explores the influence of culture on the developing learner. The teacher candidate carries out field experiences of at least 20 hours working in one of the following: elementary, middle, and high school. The teacher candidate actively participates in learning activities involving individual students, small groups, and whole class groups as part of the field experience. The teacher candidate writes a summary paper synthesizing his or her observations and knowledge gained through course work and fieldwork. This course must be completed prior to taking EDSC 425.

Principles of Learning in Diverse Settings (Secondary): EDTE 316

The emphasis in this course is on theories of learning and teaching and schools as collaborative learning communities. The teacher candidate examines the connection between theory and practice and explores the influence of culture on the developing learner. The teacher candidate carries out field experiences of at least 30 hours working in two of the following: elementary, middle, and high school. The teacher candidate actively participates in learning activities involving individual students, small groups, and whole class groups as part of the field experience. The teacher candidate writes a summary paper synthesizing his or her observations and knowledge gained through course work and fieldwork. This course must be completed prior to taking EDSC 425.

Introduction to Educating Learners with Exceptionalities: SPED 315

The emphasis in this course is on examining growth and development of learners with exceptionalities. Based on the instructor's review of each student's current experiences and background, a unique sequence of activities will be developed tailored to each student. After this review the teacher candidate will examine methods for identifying and planning for working effectively with students with disabilities. The teacher candidate will plan experiences of at least 10 hours by observing in an educational environment serving individuals with disabilities and designing and completing a set of activities relating to students with disabilities. Activities include, but are not limited to, assisting students to IEP, conducting a priority analysis of the learner's environment, designing a functional application of life skills, developing modifications in content area, and exploring curriculum that leads to the enhancement of social skills.

Literacy in the Secondary School: RDG 440

The emphasis of this course is on the fundamentals of reading and language arts intended to support the development of curriculum and instruction across disciplines in the secondary and K-12 schools. The teacher candidate examines developmentally appropriate reading strategies that promote process and support content. The teacher candidate carries out a field experience of at least 30 hours, 15 hours of which involve mentoring and tutoring within the classroom, 1 hour includes writing a lesson plan and teaching a 30-minute lesson in the field placement, and the 14 remaining hours combine observations and active participation.

Multicultural, Interdisciplinary Teaching at the Secondary Level: EDSC 425

The emphasis in this course is on methods of teaching and classrooms as collaborative learning communities. The teacher candidate studies models of teaching and works with peers during class time to produce an interdisciplinary unit. The teacher candidate also carries out field experiences of 30 hours or more in classrooms in middle or high schools. The teacher candidate engages actively in classrooms, conducts inquiry based fieldwork, and produces an analytical paper examining school pedagogy. The teacher candidate participates in microteaching during class time and teaches at least one lesson as part of the field experience. The course also prepares teacher candidates to establish effective classroom learning environments.

Student Teaching

Student teaching continues to be a time to learn about the teaching and learning process. It is an opportunity to combine theoretical perspectives with the realities of situated classroom practices. In order to do this, the University looks to its university supervisors, cooperating teachers, and participating schools to serve as facilitators of this essential, continued learning. It is only through a collaborative relationship among supervisors, teachers, and districts that teacher candidates can connect the program's knowledge base and theoretical and research-based orientation to their practical experiences in schools and in communities that surround schools.

Applying to Student Teach

You must submit an application for student teaching during the semester prior to the one in which you wish to student teach. To learn more about placement procedures and to learn about placement policies, listen to the POD cast on "Becoming a Student Teacher" on the Office of Student Teaching's website, www.ccsu.edu/studentteaching

You must make an appointment to submit the completed application with the Office Student Teaching (OST). Applications must be made **no later than** February 15 for Fall placement and September 15 for Spring placement.

A complete application includes the following:

- ❑ Signed and completed cover sheet (*found on the OST website*)
- ❑ Copy of proof of fingerprinting
- ❑ Signed copy of the *Connecticut Code of Professional Responsibility for Teachers*
- ❑ Unofficial transcript from **all** institutions attended (including CCSU)
- ❑ Current resume
- ❑ Essays, which should be professional, accurate, and articulate. No application will be sent to a school district with grammar, punctuation, or spelling errors.
 - Autobiographical essay highlighting experiences and dispositions that will be meaningful in your role as a teacher.
 - Essay explaining professional goals & goals for the learners in your future classroom.

The OST requests **4 sets of copies** of the materials outlined above.

All applications are reviewed by the staff and an informal transcript audit is conducted when the application is submitted. You must receive a "C" or better in all Professional Program courses and must maintain a 2.70 GPA. Transcripts are reviewed at the end of the semester prior to student teaching to ensure the above requirements are met.

Applications and further instructions are available in the Office of Student Teaching, Barnard Hall 334 or at www.ccsu.edu/studentteaching

Student Teaching Placements

The key factor in placing a student teacher is matching the student with the best possible cooperating teacher. The OST must work with specific district personnel to secure placements. Students **may not** seek their own student teaching assignments. As placements are completed,

you will be notified of your tentative assignment. You are then asked to call the cooperating teacher or the principal to arrange an interview. Final placement is contingent on a successful interview. If you are planning on student teaching in the fall, you will typically interview before the end of the spring semester. If you are planning on student teaching in the spring, you will interview before the end of the fall semester.

Arranging transportation to the assigned school is your responsibility. Due to a shortage of cooperating teachers in some areas, you may be required to commute a longer distance than preferred. This is beyond our control. The student teaching calendar of days conforms to the cooperating school and not to the university calendar. Dormitory accommodations are not available during the university vacation period.

Student teachers are not permitted to take additional classes during the student teaching semester. Undergraduate students in elementary and secondary programs will be carrying less than a full time load, or less than 12 credits, during the student teaching semester. If you are a full-time student, you have two choices. You can change your status to part-time, thus changing your billing to a per credit basis. Or, if it is important for you to keep your full-time student status, perhaps for health insurance reasons, you may request to keep your full time status while carrying fewer than 12 credits.

If you want to remain at full-time status during your student teaching semester, you must:

1. Register for Student Teaching and the Student Teaching Seminar.
2. Fill out a *Full Time Equivalency for Student Teachers* form available in Barnard 201 or Barnard 334 (OST).
3. Bring the form to the Dean's Office (Barnard 203) for the Dean's signature.
4. The Dean's Office will submit the form to the Registrar's Office.

Student Teaching Orientation

An orientation is conducted by the OST at the start of the semester. The OST provides more information as the date approaches.

Elementary Student Teaching

At the elementary level, student teaching involves the entire semester. The placement is at one grade level. In addition to student teaching, students attend an on-campus seminar once a week.

Secondary Student Teaching

Student teachers in the 7-12 programs in English, Mathematics, Modern Languages, History/Social Studies, and the Sciences are placed in public middle or high schools for the entire semester. Students spend the full semester in the schools, while attending an on-campus seminar once a week.

All Level Subject Student Teaching

In Music, Art, TESOL, Technology Education and Physical Education, student teaching involves the entire semester. Student teachers are placed in public schools for a period of sixteen weeks. Placement for Music, Art, TESOL, and Physical Education is divided into an eight-week period at the elementary level and an eight-week period at the secondary

level. Placement for Technology Education is divided into an eight-week period at the middle level and an eight-week period at the high school level. Special Education placements involve either eight weeks at the elementary level and eight weeks at the secondary level; or one eleven week placement. Placements may be in a public school or an approved private agency.

PLEASE NOTE:

All student teachers follow the vacation calendar of the school district to which they are assigned. Student teaching begins and ends according to the CCSU calendar.

Making the Most of Your Field Experiences

Building Positive Relationships with Students

You can build positive relationships with students by:

- ◆ learning each student's name as soon as possible;
- ◆ making each student feel important by showing respect and positive attention;
- ◆ showing interest in helping each student learn;
- ◆ providing students with specific feedback about their work after consulting with the classroom teacher on how to appropriately do this;
- ◆ holding students accountable to the classroom behavior and work expectations as specified by your host teacher;
- ◆ smiling- create a positive atmosphere with facial expressions and body language;
- ◆ recognizing special talents and efforts of students; and
- ◆ avoiding comparisons with other students, being careful not to show favoritism.

Working with Students

At all times, your interactions with students should be professional, respectful and appropriate in nature. Remember to maintain confidentiality regarding information that pertains to individual students. Never repeat or discuss private school-related information in a public place (e.g., movie theater, restaurant, concert, etc). While working in the classroom, you may:

- ◆ assist individual students in performing activities initiated by the teacher;
- ◆ assist the host teacher in supervising students in the hallway, lunchroom, or on the playground;
- ◆ assist in monitoring students working;
- ◆ reinforce learning in small groups or with individuals while the classroom teacher works with other students;
- ◆ perform some clerical tasks;
- ◆ assist the teacher in observing, charting or recording observable behaviors;

- ◆ assist in the preparation and production of instructional materials;
- ◆ read aloud or listen to children read;
- ◆ assist with the implementation of differentiated instruction planned by the classroom teacher; and/or
- ◆ plan and implement lessons with the teacher's approval at least 2 days prior to implementation.

In addition, you may be asked to complete specific tasks related to course work at CCSU. Early in the semester, please share the assignments and expectations with your host teacher so he/she may be able to assist you. Your host teacher may provide you with ideas or suggestions as well as set aside the time you may need to work with children in order to complete the specific assignment.

Other Helpful Hints

- ◆ Be enthusiastic and sincere.
- ◆ Be perceptive of the students' feelings.
- ◆ Know the community and cultural, religious, etc. background of your students so you can show respect and understanding.
- ◆ Be cooperative with supervising teacher.
- ◆ Be consistent yet flexible, and accept direction from cooperating teacher.
- ◆ Be dependable.
- ◆ Have high expectations for students.
- ◆ Maintain a helpful attitude toward cooperating teacher.
- ◆ Show kindness to school personnel and students.
- ◆ Offer assistance: "What can I do to help?"
- ◆ Be a stellar representative of the University and the School of Education and Professional Studies.

TIMELINES AND DEADLINES

Completing the Professional Program in a reasonable amount of time requires careful planning, a good deal of organization, observation of important deadlines, recognition of professional program course pre-requisites and an awareness of what needs to be done when.

Elementary Education Professional Program

Courses in the elementary program are scheduled into four clusters or semesters, each designed with a shared field experience. Part-time students may need to separate the courses in a cluster. If this is necessary, please discuss it with your advisor.

SEMESTER 1

- Take General Education and/or Major/Content courses as needed
- Begin Professional Program Sequence I
 - ◆ RDG 315: Comprehensive Reading Instruction I
 - ◆ SPED 315: Introduction to Educating Learners with Exceptionalities
 - ◆ EDEL 315: Principles of Learning: Elementary Education
 - ◆ FA 412: Fine Arts Across the Curriculum

SEMESTER 2

- Take General Education and/or Major/Content courses as needed
- Begin Professional Program Sequence II
 - ◆ EDEL 322: Effective Elementary Teaching I
 - ◆ RDG 316: Comprehensive Reading Instruction II
 - ◆ EDEL 415: Elementary Social Studies Methods
- UNDERGRADUATE STUDENTS ONLY: Apply for degree audit & graduation
- UNDERGRADUATE STUDENTS ONLY: Generate & print a Degree Evaluation
 - ◆ Address any discrepancies with academic advisor or Registrar's Office
- GRADUATE STUDENTS ONLY: Verify planned program with advisor or Graduate Studies
- Plan to complete all coursework, including Professional, Major/Content, and General Education courses prior to Student Teaching

Elementary Education, cont.

SEMESTER 3

- Listen to the POD cast “Becoming a Student Teacher” on the OST website:
www.ccsu.edu/studentteaching
- Apply for Student Teaching by February 15 or September 15 (visit the Office of Student Teaching in HB 334 to make an appointment)
- Begin Professional Program Sequence III
 - ◆ EDEL 420: Effective Elementary Teaching II
 - ◆ MATH 412: Elementary Mathematical Methods
 - ◆ RDG 412: Literacy in the Elementary School
 - ◆ SCI 412: Learning and Curriculum Studies in Science
- Visit the CACE website to create an account in *Central Connections*
 - ◆ Attend workshops to improve career skills (resume writing, interviewing, etc)
- Take appropriate PRAXIS II test(s)

SEMESTER 4

- Student teach (Professional Program Sequence IV)
 - ◆ EDEL 430: Elementary Education Student Teaching
 - ◆ EDTE 430: Seminar in Leadership and Learning Communities
- Apply for State of Connecticut Certification (in the Dean’s Office)
- Attend career fairs

Secondary Education Professional Program

SEMESTER 1

- Begin Professional Program Sequence I
 - ◆ EDTE 316: Principles of Learning in Diverse Settings (Secondary)
 - ◆ SPED 315: Introduction to Educating Learners with Exceptionalities
- Take General Education, Major/Content, and/or other Professional Program courses as needed

SEMESTER 2

- Begin Professional Program Sequence II
 - ◆ EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
 - ◆ Major Department methods course for secondary school teaching
 - ◆ RDG 440 : Literacy in the Secondary School
- Take General Education, Major/Content, and/or other Professional Program courses as needed
- **UNDERGRADUATE STUDENTS ONLY:** Apply for degree audit & graduation (Office of the Registrar)
- **UNDERGRADUATE STUDENTS ONLY:** Generate & print a Degree Evaluation
 - ◆ Address any discrepancies with academic advisor or Registrar's Office
 - ◆ Plan to complete all coursework, including Professional, Major and General Education courses prior to Student Teaching
- **GRADUATE STUDENTS ONLY:** Verify planned program with advisor
- Listen to the POD cast "Becoming a Student Teacher" on the OST website:
www.ccsu.edu/studentteaching
- Apply for Student Teaching by February 15 or September 15 (visit the Office of Student Teaching in HB 334 to make an appointment)
- Visit the CACE website to create an account in *Central Connections*
 - ◆ Attend workshops to improve career skills (resume writing, interviewing, etc)

SEMESTER 3

- Student teach (Professional Program Sequence III)
 - ◆ EDSC 435: Secondary Education Student Teaching
 - ◆ Major Department seminar for secondary school teaching
*NOTE: Math majors may only student teach in a Fall semester;
Modern Language majors may only student teach in a Spring semester*
- Apply for State of Connecticut Certification (in the Dean's Office)
- Attend career fairs

All-Level Education Professional Program

SEMESTER 1

- Begin Professional Program Sequence I
 - ◆ EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
- Take General Education, Major/Content and/or other Professional Program courses as needed
- UNDERGRADUATE STUDENTS ONLY: Apply for degree audit and graduation (Office of the Registrar)
- UNDERGRADUATE STUDENTS ONLY: Generate & print a Degree Evaluation
 - ◆ Address any discrepancies with academic advisor or Registrar's Office
 - ◆ Plan to complete all coursework, including Professional, Major and General Education courses prior to Student Teaching
- GRADUATE STUDENTS ONLY: Verify planned program with advisor or Graduate Studies
- Listen to the POD cast "Becoming a Student Teacher" on the OST website:
www.ccsu.edu/studentteaching
- Apply for Student Teaching by February 15 or September 15 (visit the Office of Student Teaching in HB 334 to make an appointment)
- Visit the CACE website to create an account in *Central Connections*
 - ◆ Attend workshops to improve career skills (resume writing, interviewing, etc)

SEMESTER 2

- Student teach (Professional Program Sequence II)
 - ◆ EDSC ***: Student Teaching: Elementary
 - ◆ EDSC ***: Student Teaching: Secondary

*** course numbers vary depending upon Major
- Apply for State of Connecticut Certification (in the Dean's Office)
- Attend career fairs

LEARNING AND PERFORMANCE ASSESSMENTS

The teacher education program uses interviews, field experience observations, portfolios, and regular assessments of developing professionalism to assess teacher candidate knowledge, skills, and dispositions. These multiple assessments also provide you, the student, with feedback that enables you to review and improve your own work and helps you judge your progress toward program outcomes.

Portfolios

As you progress through the Professional Program, you will learn to document your work as a teacher in a variety of ways. In most certification areas, you will develop portfolios that document your work in particular courses or semesters. Portfolio development gives you, the CCSU faculty, and potential employers an opportunity to assess your ability to articulate personal beliefs about teaching and learning and to demonstrate how your beliefs are applied in the classroom. Portfolios also enable you to document your knowledge of the content you teach, your ability to assess and effectively address student needs, and the ability to reflect on and improve your own professional practice.

A teaching portfolio is a way to illustrate your view of teaching and learning. Portfolio development requires you to collect artifacts that illustrate acquired knowledge, dispositions, and skills. Portfolio artifacts may be:

- 1) projects you prepared for specific course assignments
- 2) samples of lessons and activities you prepared as a basis for instruction with individuals, small groups, or the whole class
- 3) evidence of student learning
- 4) photographs taken during student learning sequences
- 5) videotapes of teaching sequences
- 6) anecdotal records of personal observations
- 7) various assessment techniques used during learning sequences
- 8) any other documentation that provides information about the teaching and learning process.

Many certification programs require that you develop an exit portfolio. This portfolio, developed during the student teaching semester, demonstrates how you met student needs and demonstrated a positive impact on the learning of K-12 students. The development of an exit portfolio prepares you to showcase your skills as you search for jobs and successfully complete the Connecticut TEAM program in your second year of teaching.

Elementary Education

All teacher candidates enrolled in the Elementary Education program are required to develop professional portfolios over the course of the program in order to document their achievement of CCSU, state, and national standards for elementary teachers. Portfolio development begins in EDTE 210, prior to admission to the professional program, and continues through the student teaching semester. During student teaching, elementary education students prepare an electronic job search portfolio that showcases your abilities and a teaching portfolio that documents your impact on student learning.

Stage One: EDTE 210 and EDT 210

Your pre-professional portfolio is designed to integrate technology into a demonstration of your increasing understanding of yourself, schools, and the diverse economic, cultural, political, and social factors that influence education.

Stage Two: EDEL 315/RDG 315/SPED 315/FA 412

In this cluster of courses, your portfolio entries will document your growing understanding of and effective involvement in diverse and inclusive learning communities. You will demonstrate that you can apply developmental theory, learning theory, knowledge of special learners, and basic concepts in literacy in learning situations.

Stage Three: EDEL 322/RDG 316/EDEL 415

At this level of the program you will prepare a portfolio that demonstrates your ability to use specific models and strategies to assess student learning and design instruction that facilitates learning for all students. You will also demonstrate your developing ability to lead a classroom as you collaborate with other professionals, utilize professional feedback, and reflect on and improve your practice.

Stage Four: EDEL 420/MATH 412/RDG 412/SCI 412

In this group of courses, you will develop a portfolio that demonstrates your ability to design content area and interdisciplinary instruction and assessments that facilitate learning for all students. You will document your growth as a classroom leader, a collaborative professional, and an effective facilitator of student learning.

Stage Five: EDEL 430 AND EDTE 430: STUDENT TEACHING

You will develop two portfolios during this semester. The electronic portfolio, designed for use in your job search, uses technology to showcase your beliefs and related evidence of your practice as a beginning teacher. The exit portfolio, which is quite structured, is designed to prepare you to complete your BEST portfolio in your second year of teaching. This paper portfolio documents your design and delivery of instruction that is data driven and facilitates important learning for all students.

Midpoint Assessment

A formal assessment of your skills in analyzing students' work and planning an appropriate follow-up lesson is conducted in the semester prior to student teaching. This assessment, referred to as the midpoint assessment, provides you with feedback on how you are able to apply the skills and knowledge you are learning in a task that simulates the demands of student teaching. Because examining the midpoint assessment helps you understand what we expect of CCSU teacher candidates, we have included a copy of the *Midpoint Planning Assessment Task* questions and the *Midpoint Planning Assessment Task Scoring rubric* that we use to score your responses.

Midpoint Planning Assessment Task

Directions

- ◆ Analyze contextual information, lesson overview, & student work provided for Students A & B.
- ◆ Given your analysis, plan the next lesson in the sequence. The lesson should be appropriate for the whole class but also meet the needs of the two highlighted students. (Most of the class met the objective in the previous lesson.) In your lesson plan, specifically address and elaborate on the following questions.

Assessment Prompts

Students' Prior Knowledge

1. Based on the contextual information, lesson plan, and student work samples, what specific data did you identify about the 2 students that will be critical to planning your next lesson?
2. What implications do these data have for planning the next lesson?

Lesson Objective

3. What is the primary lesson objective for the next lesson in the sequence?
4. How does this objective build on the previous lesson? Provide your rationale.

Instructional Strategies

5. How will you initiate the lesson?
6. How will you develop the lesson? Describe the sequence of specific instructional strategies, learning activities, and/or essential questions you will use.
7. How will you close the lesson?

Instructional Materials

8. What instructional materials, equipment or technology will you use in this lesson to facilitate student engagement and learning?

Learning Environment

9. How will you structure the learning environment for this lesson (e.g. classroom management plan/strategies, physical arrangement of room, standards of behavior/rules, communication of expectations, safety of the learning environment, etc.)? Be specific.

Accommodations/Modifications

10. Students A and/or B have specific needs. How will you accommodate those needs or modify tasks, materials, content, etc. in this lesson?

Assessment of Learning

11. Describe in detail how you will assess student learning in the lesson you plan to teach.
12. Include specific criteria you will use to determine if students achieved the objective.

Demographic Questions

- *The remaining questions identify you, your program, test form, e-mail address where scores will be sent, etc.

Midpoint Planning Assessment Task Scoring Rubric

How well does the candidate plan a lesson to meet students' learning needs & interests, based on analysis of student work & contextual information?

Guiding Questions	1 - Not Proficient	2 – Satisfactory Proficiency	3 – Advanced Proficiency
1.1 Describe how the candidate analyzes contextual information, lesson plan, and student work critical to planning the next lesson.	The candidate identified some information about students but included minimal information from student work or the candidate drew unfounded conclusions.	The candidate <u>accurately</u> identified most critical information and included some accurate conclusions based on the student work.	The candidate <u>accurately</u> identified and <u>analyzed</u> information (including data from student work) critical to planning the next lesson.
1.2 Describe how the candidate uses content and knowledge about students to establish expectations for learning (lesson objectives and rationale).	The lesson objectives are: <ul style="list-style-type: none"> • unclear; • include inaccurate or inappropriate content; and/or • do not build appropriately on content of previous lesson. Rationale is vague, unsupportive, or inappropriate.	The lesson objectives are: <ul style="list-style-type: none"> • somewhat clear; • <u>generally aligned</u> with previous lesson; and • content is accurate. Rationale for objective is adequate.	The lesson objectives are: <ul style="list-style-type: none"> • clear, • <u>specifically aligned</u> with previous lesson, and • content is accurate. Rationale for objective is specific and implementation of objectives is evident in lesson development.
1.3 Describe how the candidate provides a structure for learning (initiation and closure).	Initiation and/or closure are <u>missing, incomplete or inappropriate</u> .	Initiation and closure are <u>present and generally aligned</u> with lesson objectives.	Initiation and closure are <u>present, detailed and specifically linked</u> to lesson objectives.
1.4 Describe how the candidate develops the lesson (sequence of strategies, activities and/or questions) to support student achievement of lesson objectives.	The lesson development is <u>incomplete or inappropriate</u> and is <u>not likely to support</u> student achievement of lesson objectives and/or content is inaccurate.	The lesson development is <u>clear and appropriate</u> and is <u>likely to support</u> student achievement of lesson objectives and content is accurate.	The lesson development is <u>specific, clear, well sequenced and meaningfully supports</u> learner achievement of lesson objectives and content is accurate.
1.5 Describe how the candidate uses materials, equipment and/or technology to support students' learning.	Specific examples of materials, equipment and/or technology are <u>not included, not used or misused</u> in the lesson plan resulting in missed opportunities to develop understanding.	Specific examples of materials, equipment and/or technology are <u>used</u> in the lesson plan to support the development of understanding.	Specific examples of materials, equipment and/or technology are <u>used</u> in the lesson plan to <u>consistently</u> challenge and <u>extend</u> the development of student understanding.
1.6 Describe how the candidate establishes a physically safe environment, addresses classroom management, classroom arrangements and standards of behavior and communicates expectations to students.	The candidate's plan included <u>inadequate</u> provisions for: <ul style="list-style-type: none"> • addressing classroom management, • addressing classroom arrangements, • setting standards of behavior, • communicating expectations to students, and • establishing a physically safe environment. 	The candidate's plan included <u>general</u> provisions for: <ul style="list-style-type: none"> • addressing classroom management, • addressing classroom arrangements, • setting standards of behavior, • communicating expectations to students, and • establishing a physically safe environment. 	The candidate's plan included <u>specific</u> provisions for: <ul style="list-style-type: none"> • addressing classroom management, • addressing classroom arrangements, • setting standards of behavior, • communicating <u>positive</u> expectations to students, and • establishing a physically safe environment.
1.7 Describe how the candidate plans modifications and accommodations to meet the needs of Students A and B.	The candidate <u>did not use or misused</u> modifications/accommodations to address the learning needs of Students A and B when implementing instruction.	The candidate provided a reasonable justification for <u>general</u> and appropriate modifications/accommodations used to address the needs of Students A and B.	The candidate used <u>specific and appropriate</u> modifications/accommodations to address the individual the learning needs of Students A & B.
1.8 Describe how the candidate planned to assess students' learning and its alignment with lesson objectives.	The candidate describes <u>general assessment strategies</u> (e.g., monitoring, observing, task completion and assignment of grades without providing specific details) and/or assessment is <u>not aligned</u> with lesson objectives.	The candidate describes an assessment <u>related to lesson objectives</u> with <u>some stated criteria</u> .	The candidate describes a <u>specific</u> assessment closely aligned with lesson objectives with <u>detailed criteria</u> .

Desired Performance Standard

The goal of the midpoint planning assessment task is that the teacher candidate is able to demonstrate competence at a “2 - Satisfactory Proficiency Level” in order to as one measure of readiness to student teach. The desired performance standard is a minimum cumulative score of 13 earned as follows: Score of “2” on Guiding Questions 1.2 and 1.4; Score of “2” on at least 2 of the following Guiding Questions 1.1, 1.3, 1.8 ; and Score of “2” on at least 1 of the following Guiding Questions 1.5, 1.6, 1

Professional Dispositions

The way you conduct yourself in professional settings has a significant impact on your success in the program and in the profession. Professional dispositions are habits of thinking and action, evident in your professional interactions with others. Effective teachers demonstrate dispositions that enhance student learning and success. These fall into the following categories:

- ◆ learning
- ◆ teaching
- ◆ professional conduct
- ◆ interpersonal relationships
- ◆ communication
- ◆ self reflection

Professional Dispositions that students exhibit while completing their teacher education program will be assessed by instructors and recommendations will be given for the determination of continued enrollment in the professional program. The *Professional Dispositions* rubric below relates directly to the *Connecticut Code of Responsibility*.

Professional Dispositions Rubric: Habits of Thinking and Action

1. Habits of Thinking and Action toward LEARNING are Appropriate...	
Professional Disposition toward LEARNING (CCSU IA, IC; CCT Content #4)	Potential Indicators: *Deep interest in acquiring content knowledge and pedagogical expertise *Seeks and participates in formal and informal professional growth opportunities *Demonstrates an awareness of the need for on-going self-development
2. Habits of Thinking and Action toward TEACHING are Appropriate...	
Professional Disposition toward TEACHING (CCSU IIB, IIC, IID, IIIB; CCT Professional and Ethical Practice #2, Reflection and Continuous Learning #3, Leadership and Collaboration #6)	Potential Indicators: *Demonstrates the belief that all students have the right and ability to learn *Maintains high and appropriate standards and expectations for all students *Creates an environment in which everyone is free to take risks *Initiates strategies to motivate students and encourages them to take pride in their work *Is committed to facilitating the classroom as a diverse learning community
3. Habits of Thinking and Action toward PROFESSIONAL CONDUCT are Appropriate...	
Professional Disposition toward PROFESSIONAL CONDUCT (CCSU IIIA and IIC; CCT - Instructing #3 Professional and Ethical Practice #1, Reflection and Continuous Learning #4)	Potential Indicators: *Accepts responsibility for one's own actions *Demonstrates academic and professional honesty and makes ethical decisions *Maintains a student-centered approach to decision making *Follows established dress codes and conventions *Is reliable *Demonstrates qualities of collegiality and professional generosity

4. Habits of Thinking and Action toward INTERPERSONAL RELATIONSHIPS are Appropriate...	
Professional Disposition toward INTERPERSONAL RELATIONSHIPS (CCSU IIA, IIB, IIID)	Potential Indicators: <ul style="list-style-type: none"> *Shows respect in interactions with others *Demonstrates sensitivity to diversity and cultural differences *Interacts appropriately with a wide variety of individuals *Works well in collaboration with others *Demonstrates awareness of one's impact on others *Demonstrates the ability to maintain appropriate social boundaries
5. Habits of Thinking and Action toward COMMUNICATION are Appropriate...	
Professional Disposition toward COMMUNICATION (CCSU IB; CCT Instructing #5)	Potential Indicators: <ul style="list-style-type: none"> *Seeks opportunities for communication with parents, colleagues, administrators and other members of the community *Committed to using oral language (listening and speaking) appropriate to purpose and audience *Uses written language appropriate to purpose and audience *Employs the language of the profession
6. Habits of Thinking and Action toward SELF REFLECTION are Appropriate...	
Professional Disposition toward SELF REFLECTION (CCSU ID, IID; CCT Planning #1, Reflection and Continuous Learning #3, Leadership and Collaboration #6)	Potential Indicators: <ul style="list-style-type: none"> *Maintains high standards and expectations for self and consistently demonstrates pride in work *Demonstrates awareness of own values and how they may impact on others *Is willing and able to recognize own difficulties and generate potential solutions *Seeks and uses feedback to make changes

*Please note the evaluation system will include: **Target** (exceeds expectations for a teacher candidate at this point in the professional program), **Acceptable** (meets expectations for a teacher candidate at this point in the professional program), and **Unacceptable** (does not meet expectations for a teacher candidate at this point in the professional program).

Subject Assessments: Praxis II, ACTFL and CT Foundations of Reading Test

The Praxis II: Subject Assessments and the American Council on the Teaching of Foreign Languages (ACTFL) tests measure a student's knowledge of the subjects they will teach. The tests also measure a student's general and subject-specific pedagogical skills and knowledge. The new TESOL test will go in effect September 1, 2013.

All CCSU certification program areas must complete these tests to receive certification. Some of these tests are only given a few times a year and many are available as a computer-delivered test to be taken at a designated testing center. It is generally recommended that a student take the required test(s) either during the semester they are student teaching or the semester prior to that. While passing these tests are not a requirement for graduation, or program completion in the case of post-baccalaureate students, teacher candidates must pass the appropriate assessment to be eligible for Connecticut certification.

Information for Praxis II regarding registration procedures, fees and forms, as well as test dates and locations, can be found at the Praxis website: www.ets.org. The Praxis Series *Registration Bulletin* also includes registration and test information and is available on the Praxis website. Test results are available within 2 to 8 weeks. Be aware that paper-delivered tests and constructed-response (essay) tests take longer to score. Students should also be aware that scores are only available online for one calendar year so they should be downloaded and printed as soon as they are received.

The Foundations of Reading Test (for Elementary Education 1-6 certification) reflects scientifically based reading research and tests the candidate's proficiency in and depth of understanding of the subject of reading and writing development. The test consists of 100 multiple-choice and 2 open-response (essay) items. Each multiple-choice item assesses knowledge or skills related to one of the three major areas of reading instruction: 1.) Foundations of Reading Development; 2.) Development of Reading Comprehension; 3.) Reading Assessment and Instruction. The open-response items require teacher candidates to apply their knowledge and understanding of content related to two or more of the aforementioned areas.

Information for the Connecticut Foundations of Reading Test regarding registration, fees forms, as well as test dates and locations, can be found on the following website: www.ct.nesinc.com.

Test Preparation for Praxis II

The most important key to a successful performance on Praxis II is sound preparation in your educational coursework. *The Praxis II: Test at a Glance* booklets provide a framework for study and a review of material that could be covered in the individual tests. These booklets are organized by subject area and include detailed test descriptions, sample questions with answers and explanations, and helpful test-taking strategies. Review of your textbooks, course readings, and notes is perhaps the best way to study for the test.

Praxis Lending Library

ETS published study guides are available in the SEPS Advising Center in Barnard Hall, Room 201. Materials may be checked out for one week. Additional test preparation books are available at national bookstores, though these materials have not been reviewed by the CCSU School of Education & Professional Studies.

Occasionally, Praxis II Preparation workshops are offered through various RESCs in Connecticut. These are not content reviews but test preparation workshops. Contact the following for current workshops.

- ACES in Hamden (203) 407-4442
- CES in Trumbull (203) 365-8833
- CREC in Hartford (860) 524-4015
- EASTCONN in Windham (860) 455-0707
- EDUCATION CONNECTION in Litchfield (860) 567-0863
- LEARN in Old Lyme (860) 434-4890 ext. 44

RETENTION CRITERIA

Once admitted to the Professional Program, a teacher candidate is expected to maintain a cumulative 2.70 grade point average for all coursework completed at CCSU and elsewhere. If a candidate's GPA drops below this level, he or she may be denied enrollment to restricted courses and student teaching until the GPA reaches the approved level. In addition, teacher candidates must receive grades of C or better in all professional education courses; students may not proceed to the next sequence of courses until such grades are earned. Professional Program courses may be repeated only with the consent of the chair of the Department.

In addition to academic good standing, students must demonstrate the following:

- ◆ personal attitudes and attributes that positively affect his or her performance as a teacher;
- ◆ conduct that demonstrates professional behavior appropriate to the context and shows realization that actions reflect directly upon the status and substance of the profession;
- ◆ confidentiality of all information concerning colleagues and students obtained in the educational process;
- ◆ integrity and honesty in all written and verbal communication, documentation and coursework related to the Professional Program for teacher certification; and
- ◆ understanding and adherence to the *Connecticut Code of Responsibility for Teachers*.

Removal from the Professional Program

A teacher candidate may be removed from the Professional Program by the Dean of the School of Education and Professional Studies (SEPS) for the following reasons:

- ◆ overall or Professional Program GPA drops below 2.70;
- ◆ falsification of information or documentation;
- ◆ inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a teacher;
- ◆ inappropriate responses in various contexts that negatively affect performance as a teacher;
- ◆ unacceptable performance during a field experience or student teaching;
- ◆ unacceptable performance on performance assessments;
- ◆ failure to adhere to the *Connecticut Code of Professional Responsibility for Teachers*;
- ◆ failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process;
- ◆ failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program;
- ◆ conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of SEPS; or
- ◆ other due and sufficient cause.

If a student is to be removed from the Professional Program, the student will be notified in writing of his or her removal by the Assistant Dean of the SEPS, stating why he or she has been removed from the Professional Program; in cases involving removal from student teaching, the Director of the OST will contact the student teacher. The student has the right to appeal. If the student chooses to appeal, he or she will remain suspended from the Professional Program while the appeals process is being completed. The student will not visit or contact field experience or student teaching sites or cooperating teachers while the appeals process is being completed without express written permission of the program coordinator, the Chair of the Department of Teacher Education, and a representative of the field site.

Appeals Process:

1. The student meets with the SEPS Assistant Dean to discuss the reasons the student has been removed from the Professional Program. The student should be prepared to discuss
 - a) what error or palpable injustice the student believes occurred and
 - b) what actions on the part of the Professional Program faculty led the student to believe that there is an error or palpable injustice.The Assistant Dean investigates the issues and notifies the student within two weeks in writing of the outcome of the investigation and findings. If the student wishes to pursue the matter further, an appeal may be made in writing to the SEPS Dean.
2. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
 - a) the circumstances of the error or palpable injustice the student believes occurred and
 - b) evidence of error or palpable injustice.The student must provide a full written account of the alleged error or palpable injustice, attaching all corresponding documentation. The student will not have the opportunity to supplement an appeal once it has been submitted.
3. The complete written appeal must be submitted to the Office of the Dean within 60 days of removal from the Professional Program. Complete appeals received at least three weeks prior to the next scheduled SEPS Appeals Committee meeting will be reviewed at the next meeting. Appeals received less than three weeks prior to the next scheduled meeting may be reviewed at the following scheduled meeting. The committee meeting schedule may be obtained from the Office of the Assistant Dean in 203 Barnard Hall.
4. The Associate Dean will act as chair of the SEPS Appeals Committee for the purpose of the review. The SEPS Assistant Dean will provide a written report on the initial investigation of the issues. The committee may also request additional information from other University sources. The Assistant Dean will not participate in the Appeals Committee decision. The committee will review the case and determine if an error or palpable injustice has occurred. The committee will report its finding to the Dean, who makes the decision regarding the appeal.
5. The Associate Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.

Denial of Approval to Participate in a Field Experience or Student Teaching

There are two types of approval to participate in a field experience or student teaching. A student may be denied permission to

1. proceed from an early field experience to a later field experience or student teaching, or
2. re-enroll in a field experience class or student teaching after earning a grade of C- or below or withdrawal from the field experience or student teaching. Permission to re-enroll in any Professional Education course, including field experience or student teaching, must be granted by the Chairperson of the Department of Teacher Education.

A student may be denied approval to participate in a field experience or student teaching for the following:

- ◆ overall or professional program GPA drops below 2.70;
- ◆ request to repeat student teaching is not granted by the Department of Teacher Education;
- ◆ falsification of information or documentation;
- ◆ inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a teacher;
- ◆ inappropriate responses in various contexts that negatively affect performance as a teacher;
- ◆ unacceptable performance during a field experience;
- ◆ unacceptable performance in Professional Program courses, including earning less than a grade of "C" in a professional education course;
- ◆ unacceptable performance on performance assessments;
- ◆ failure to adhere to the *Connecticut Code of Professional Responsibility for Teachers*;
- ◆ failure to demonstrate at all times integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program;
- ◆ failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process;
- ◆ conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of SEPS; or
- ◆ other due and sufficient cause.

A student has the right to appeal the denial of approval to participate in a field experience or student teaching. The student will **not** visit or contact field experience or student teaching sites or cooperating teachers while the appeals process is being completed without express written permission of the program coordinator, department chair, and representative of the field site.

Appeals Process:

1. The student meets with the Director of the Office of Student Teaching to discuss why the student has not been approved to participate in a field experience or student teaching. After this meeting, if the student believes an error or palpable injustice has occurred, an appeal of the decision may be made.
2. The student should submit a written appeal with supporting documentation to the Dean of SEPS, substantiating the following:
 - a) the circumstances of the error or palpable injustice the student believes occurred and
 - b) evidence of error or palpable injustice.The student must provide a full written account of the alleged error or palpable injustice, attaching all corresponding documentation. The student will not have the opportunity to supplement an appeal once it has been submitted.
3. The complete written appeal must be submitted to the Dean of the School of Education and Professional Studies within 60 days of denial of permission to participate in a field experience or student teaching. Complete appeals received at least three weeks prior to the next scheduled SEPS Appeals Committee meeting will be reviewed at the next scheduled meeting. Appeals received less than three weeks prior to the next scheduled meeting may be reviewed at the following scheduled meeting. The committee meeting schedule may be obtained from the Office of the Assistant Dean in 203 Barnard Hall.
4. Once an appeal has been received, the Assistant Dean will ask the Office of Student Teaching and the Department of Teacher Education to provide documentation of the reasons for the decision to not approve participation in a field experience or student teaching.
5. The appeals committee will review the documentation from the student, the Office of Student Teaching and the Department of Teacher Education to determine if an error or palpable injustice has occurred. The committee will report its findings to the Dean, who makes the decision regarding the appeal.
6. The Assistant Dean, on behalf of the Dean, notifies the student in writing of the decision of the Dean within two weeks of the appeals committee meeting. The decision of the Dean is final and there is no further appeal available.

If an error or palpable injustice is found to have occurred, the Dean will negotiate with the Chair of the Department of Teacher Education and the Director of Field Experiences to resolve the issue. The final decision regarding re-enrolling in student teaching rests with the Department of Teacher Education. If enrollment in the field experience or student teaching is approved, there may be a delay in locating appropriate sites because the availability of student teaching sites is not under the control of the University.

CLUBS and HONOR SOCIETIES

Students are encouraged to participate in student clubs and organizations affiliated with the teaching profession.

- **The Education Club** provides peer assistance to students in the School of Education and Professional Studies and encourages social and pre-professional interaction among student members. The Education Club is a student-run, non-profit organization that provides opportunities for future teachers to:
 - Gain educational experience beyond classroom fieldwork
 - Interact and network with other students and professionals
 - Build an impressive résumé & portfolio
 - Prepare for a successful teaching career
 - Volunteer in community outreach projects
 - Be informed of issues relevant to education and the CCSU School of Education

Contact: The Department of Teacher Education 860-832-2415

- **Kappa Delta Pi** - an international honor society in education open to both undergraduate and graduate students excelling in the teacher education program. The society emphasizes excellence of scholarship and the promotion of high standards in teacher preparation. Through worthy social and professional contacts, the society has enriched the lives of thousands of students, teachers, and administrators who qualify for membership. Epsilon Mu Chapter at Central has conducted community and college events such as book drives, literacy activities, conferences, faculty recognition dinners, and professional seminars and lectures. Local and national scholarships are available to members. Selection as a member of Kappa Delta Pi is based on high academic achievement, a commitment to education as a career, and a professional attitude that assures the individual's steady growth in the profession. Undergraduate students must have a minimum 3.25 GPA at CCSU to be eligible for membership. Post-baccalaureate students must have a minimum 3.5 GPA at CCSU to be eligible. Check out the national website at www.kdp.org. Contact: Dr. Joan Nicoll-Senft at 860-832-2403 or nicoll-senftj@ccsu.edu
- **Alpha Upsilon Alpha**, the honor society of the International Reading Association recognizes and encourages scholarship, the development of personal and professional leadership and service to the field of reading at both the undergraduate and graduate levels. The Department of Reading and Language Arts sponsors the Beta Kappa Chapter, established in 2005. Contact: Dr. Catherine Kurkjian at 860-832-2179

FINDING A JOB

You're almost done with the program, a Connecticut Initial Educator Certificate practically in your hands – now what? Preparing for and launching a job search for a teaching position requires considerable planning, time and effort. Fortunately, CCSU prepares you well and has many resources available to help you with your search. This brief section provides food for thought and a list of resources for you to consult. The following is a “to-do” list to help you organize your search:

1. Develop a plan of action and a timetable
2. Assess the job market; are you seeking a job in a shortage area or will your search be highly competitive? Shortage areas vary from year to year. In 2013, Connecticut shortage areas include:
 - ◆ Bilingual Education, PK-12
 - ◆ Comprehensive Special Education, K-12
 - ◆ Mathematics, 7-12
 - ◆ Science, 7-12
 - ◆ Technology Education, PK-12
 - ◆ World Languages, 7-12
3. Prepare your credentials
 - Resume
 - Cover letter
 - References and letters of recommendation
 - Portfolios, both paper and electronic
4. Identify education job fairs
5. Visit CCSU Center for Advising and Career Exploration (C.A.C.E.) – 103 Willard Hall (www.ccsu.edu/career)
 - Apply for an account in *Central Connections*
 - Download a Resume Resource Packet from website
 - Sign up for on-campus interviews and/or job fairs
6. Check out additional resources on the Internet
 - www.ctreap.net
 - www.cea.org
 - www.state.ct.us/sde
 - www.aee.org
7. Prepare for interviews
 - Take a good assessment of your strengths and skills
 - Research the school district

GRADUATION AND CERTIFICATION

Graduation

Undergraduate students must file an *Application for Graduation* in the Office of the Registrar one year prior to planned graduation. Those expecting to complete degree requirements in May or August must file by May 1, and those completing in December must file by December 1. The application will trigger the completion of a degree audit by the Office of the Registrar, which will be mailed to the student within a few months following receipt of the *Application for Graduation*. Students should review their degree audits carefully and address any concerns or discrepancies with the degree auditor immediately. You will not receive your degree unless you apply to graduate.

Post- Baccalaureate Certification program students do not have to apply for graduation since they are not in a degree program.

Certification

Students must complete and submit an *Application for Connecticut Certification* and a copy of their Praxis II or ACTFL score report. It is important that students obtain their certification in a timely manner because applicants must meet the certification regulations in place at the time they apply for certification, regardless of the regulations in place when they complete their program. All CCSU programs meet current state regulations and program requirements are updated to meet changes in regulations.

Teacher candidates should submit an *Application for Connecticut Certification* (form ED170-A) to the Assistant Dean of the School of Education and Professional Studies (SEPS) during the last month of their student teaching semester. *Steps to Teacher Certification*, which includes instructions for downloading and completing the application form, are located outside of Barnard 203. Once the final grades for the semester are posted to the transcripts, and undergraduate degrees are awarded, the certification application will be signed by the Certification Officer and returned to the student with instructions for submitting the ED170-A form to the Connecticut State Department of Education. It is important to remember that certification is granted by the State of Connecticut, not by the University.

The student will be awarded an *Initial Educator Certificate* in his/her endorsement area that is valid for two years.

NOTE: During the students' last or second to last semester at CCSU, they will be reminded of these procedures and updated on any State of Connecticut policy changes. Undergraduate students will not be recommended by CCSU or granted certification by the Connecticut State Department of Education until their degrees are posted to the transcript.

EDUCATION FACULTY/STAFF DIRECTORY

Office of the Dean

			<u>EMAIL</u>
Dr. Michael Alfano, Dean	HB 203	832- 2101	MALFANO
Dr. Elaine Wilson, Associate Dean	HB 203	832- 2125	WILSONELL
Dr. Anne Pautz, Assistant Dean & Certification Officer	HB 203	832- 2125	PAUTZA

Cathy Schlenk, 832- 2101, WILDMANC
Adelaida Sarisley, 832- 2125, ARTHURA
Barnard 203 Fax # 832-2109

SEPS Advising Center

Mary Pat Bigley, Academic Counselor	HB 201	832- 2112	BIGLEYMAP
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Main Line 832- 2370
Barnard 201

Office of Student Teaching

Nancy Testori, Interim Director	HB 334	832- 2144	TESTORIN
Sue Ford	HB 334	832- 2067	FORDS

Doralis Hernaiz, 832-2417, DORALISH
Barnard 334 Fax # 832-2172

Educational Leadership

Dr. Ellen Retelle, Chair	HB 2310200	832-2114	RETELLEELM
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Stacy Tallberg, 832-2130, TALLBERGS
Barnard 231

Physical Education & Human Performance

Dr. Kimberly Kostelis, Chair	HK 1804	832- 2791	KOSTELISK
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Jennifer DelSanto, 832- 2155, DELSANTOJE
Kaiser 0180 Fax # 832-2159

Reading & Language Arts

Dr. Helen Abadiano, Chair	HB 2090400	832-2180	ABADIANO
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Lisa Michaud, 832-2175, LISA.MICHAUD
Barnard 209

Special Education

Dr. Mitchell Beck, Chair	HB 220	832-2404	BECKM
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Anne Dubiel, 832-2400, DUBIELA
Barnard 224

Teacher Education

Dr. Aram Ayalon, Chair	HB 2260800	832-2135	AYALONA
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Jean Zalaski, 832-2415, ZALASKIJ
Barnard 226, Fax # 832-2423

EDUCATION FACULTY/STAFF DIRECTORY

Program Coordinators

Art	Dr. Cassandra Broadus-Garcia	FAC 151	832-2643	broadusc@ccsu.edu
Biology	Dr. Jeremiah Jarrett	NC 349	832-2648	jarrettj@ccsu.edu
Chemistry	Dr. Thomas Burkholder	NC 44002	832-2683	burkholder@ccsu.edu
Elementary Education	Dr. Barbara Clark	HB 2260300	832-2428	clarkb@ccsu.edu
English	Dr. Steve Ostrowski	EW 307-1	832-2777	ostrowskis@ccsu.edu
History, Social Sciences	Dr. John Tully	FD 206	832-2812	tullyj@ccsu.edu
Mathematics	Dr. S. Louise Gould	MW 103	832-0047	goulds@ccsu.edu
Modern Languages	Dr. Lillian Uribe	LD 208	832-2890	uribe@ccsu.edu
Music	Dr. Carlotta Parr	HW 210	832-3317	parrc@ccsu.edu
Physical Education	Dr. Jan Bishop	HK 1805	832-2156	bishopj@ccsu.edu
Physics, Earth Science, General Science	Dr. Jeffrey Thomas	NC 506	832-2934	thomasjed@ccsu.edu
Secondary Education & All-Level Education	Dr. Lynda George	HB 2260500	832-2430	georgely@ccsu.edu
Special Education	Dr. Mitchell Beck	HB 2200100	832-2404	beckm@ccsu.edu