Information and Resources

Cooperating Teacher Handbook

Preparing Educators for Tomorrow – Today

2018-2019
Office of School-Community Partnerships
Cooperating Teacher Responsibilities in a Nutshell

Prior to the Teacher Candidate’s Arrival
- Obtain information concerning the teacher candidate’s personal interests, academic background, and pre-student teaching contacts with schools, teachers, and students.

Prepare Your Students
- Indicate your approval and enthusiasm for the teacher candidate’s arrival.
- Introduce the teacher candidate as a co-teacher or intern, rather than as a student.
- Stress any strong points related by the teacher candidate and the possible relationship of those points to school and student activities.
- Give students a feeling of responsibility for the initial orientation and acceptance of the teacher candidate.
- Explain that a university supervisor will be visiting in order to observe teaching techniques and class responses.
- Explain that when the teacher candidate is in charge of the class that questions, requests, and comments should be addressed to the teacher candidate.

Prepare the Administration and Faculty
Inform the administration and faculty about the teacher candidate’s arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the teacher candidate by asking them to help:
- Secure needed learning materials and facilities;
- Decide on plans for welcoming the teacher candidate;
- Acquaint the teacher candidate with the total school program; and
- Provide opportunities to observe their classes.

Prepare Orientation Materials
Place copies of pertinent school information in a folder for the teacher candidate. Some suggestions follow:
- School calendar, master schedule, time schedule, schedule of teachers' meetings and parent-teacher meetings;
- Fire drill and other emergency instructions;
- Copy of long-range plans for the year;
- Copies of administrative forms, such as attendance register, textbook slips, hall pass, field trip form, transfer slip;
- Student handbook or school rules and cafeteria regulations;
- Map of the city or community and information about the community; and
- Curriculum guide, faculty handbook, and list of faculty members.

Prepare the Classroom and Instructional Materials
- Provide a desk and chair and a place where personal belongings can be safeguarded.
- Obtain a set of textbooks, teachers’ manuals, teachers’ guides, and course outlines for the teacher candidate.
- Provide copies of local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the teacher candidate will work.

The First Days of the Placement – The Initial Conference
- Be specific about classroom rules and policies.
- Indicate that the student teaching experience will involve more than just classroom teaching (working with the principal, counselor, parents, other faculty and staff members, for instance).
- Invite the teacher candidate to discuss his or her expectations of you.

Planning for the Total Student Teaching Experience – the teacher candidate could:
- Observe classes and other teacher activities.
- Assist a student who has missed classes or tutor a student who has special needs.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic that pertains to that day’s lesson.
- Prepare a bulletin board.
- Administer a test or retest.
- Assist with attendance to help in learning students’ names.
- Read and help correct sets of papers
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.

Establishing Communication
- Plan to have a regularly scheduled weekly conference.
- Create a meeting agenda in order to use your time efficiently.
- Keep a communication journal.
- Communicate frequently with your university supervisor and/or the Office of School-Community Partnerships.
- Use the “Cooperating Teacher Feedback Form” in this handbook to communicate with the university supervisor.
Office of School-Community Partnerships
Barnard Hall 334
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
860/832-2417 or 832-2067

Lauren Tafrate, Coordinator
Sue Ford, Placement Coordinator
Nancy Bracket, Secretary

http://www.ccsu.edu/osc

Carol Ciotto, edTPA Coordinator
860-832-2177
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Welcome!

The Cooperating Teacher is one of the most important resources in the student teaching experience. Together with the university supervisor, you provide support, guidance, and encouragement to the teacher candidate as he/she grows and develops. We know that being a cooperating teacher is a commitment that requires many hours of your already busy schedule. While our teacher candidates come to you as “students of teaching” and are not yet fully proficient in all areas of effective teaching, please know that he/she brings a passion and commitment to this important work – becoming a teacher.

This handbook has been designed to be a resource for you for the semester’s experience. As you use the materials, please let us know if you have any feedback and suggestions. Your thoughts offer us critical feedback as we continue to improve our efforts to support the student teaching experience.

Please note that we have included the stipend form in this handbook. You will also receive a copy with your packet from your teacher candidate. I urge you to complete the form and mail or fax it to us at your earliest convenience at the start of the semester, so that we will have time to process the payment. This is a small token of our appreciation of your dedication and willingness to host our teacher candidates.

The Office of School-Community Partnerships is only a phone call away. Please contact us at any time if we can be of any help to you as you work with our teacher candidate. In advance, I would like to thank you for your ongoing support in helping CCSU develop future teachers.

Respectfully,

Lauren Tafrate
Coordinator, Office of School-Community Partnerships

860-832-2144 or 860-832-2417

“All students can learn and succeed, but not on the same day in the same way.”

~ William G. Spady
**Mission Statement**
The Office of School-Community Partnerships supports the mission of the School of Education and Professional Studies in the preparation of professionals for the early childhood, elementary, secondary, special education, and K-12 settings. In order to accomplish this mission, the office must work collaboratively with CCSU faculty/departments to ensure that teacher candidates are prepared to:

- Serve in the region, the state, and the nation;
- Apply principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioner in the professions;
- Develop 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 that are enhanced by active reflection.

In addition, guided by the purpose of *preparing leaders for service in diverse communities* the office must work closely with state-wide school districts as well as the State Department of Education to secure appropriate placements for teacher candidates to put theory into practice in a classroom setting.

**Diversity Statement**

The Office of School-Community Partnerships (OSCP) at Central Connecticut State University provides quality student teaching experiences preparing teacher candidates to meet the needs of all learners in a global society. Student teaching placements will be secured in diverse settings, offering teacher candidates the opportunity to engage students and families who represent considerable ethnic diversity across partner schools. The OSCP and teacher preparation faculty will guide and support teacher candidates as they implement inclusive instruction in diverse classrooms. Through diverse teaching and learning opportunities, teacher candidates will engage in critical pedagogy and reflection aimed at understanding and narrowing the achievement gap.

The Office of School-Community Partnerships offers equal access to student teaching placements and support programs, maintaining high expectations for the success of all teacher candidates. The OSCP values the contributions of individuals and groups representing diverse ethnicities, races, genders, and sexual orientations in cultivating the next generation of teachers.
## Fall 2018

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<td>Teacher Candidate Orientation</td>
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<tr>
<td>edTPA Seminar</td>
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<td>Resubmit Date</td>
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<td>Second 8 weeks</td>
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## Spring 2019

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<td>edTPA Seminar</td>
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<td>Second 8 weeks</td>
<td></td>
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<tr>
<td>Elementary and Secondary</td>
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Conceptual Framework School of Education and Professional Studies
Central Connecticut State University

The conceptual framework at Central Connecticut State University serves as the guiding document that is foundational to our programs, our philosophy, and the standards that align with our programs. It is directly linked to our curriculum, assessment, analysis, and improvement of our program outcomes. The conceptual framework is comprised of the following themes (outcomes) and connected elements (proficiencies):

I. The Education Professional as Active Learner
   A. Possesses strong content knowledge in the arts and sciences.
   B. Communicates in multiple forms to diverse audiences.
   C. Possesses pedagogical knowledge for content to be taught.
   D. Engages in habits of critical thinking and problem solving.

II. The Education Professional as Facilitator of Learning for All Students.
    A. Applies knowledge of human development across the lifespan (including physical, cognitive, social and emotional growth).
    B. Respects and values all learners.
    C. Addresses the diversity of learning environments.
    D. Understands the learning process and applies instructional and assessment strategies and technologies to facilitate learning.

III. The Education Professional as Reflective and Collaborative Practitioner
    A. Makes informed and ethical decisions.
    B. Accepts responsibility for student learning.
    C. Engages in opportunities for professional growth.
    D. Collaborates with colleagues, families, and school community.

Note: these foundational tenets are based on the Connecticut Common Core of Learning and the Connecticut Common Core of Teaching.
The Student Teaching Component—A Capstone Event
A key aspect in the Teacher Preparation Program is the student teaching component. Student teaching continues to be a time to continue 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 we ensure our teacher candidates will connect the program’s knowledge base and theoretical and research-based orientation to their practical experiences in schools and in communities that surround schools.

The Teacher Preparation Team

The teacher preparation team consists of the teacher candidate, the university supervisor, and the cooperating teacher. Other individuals both at the school and the university (such as the methods or seminar faculty) provide additional support to the teacher candidate. Especially when problems are identified, it is important that information is exchanged among all individuals in the team.
The University Supervisor

Who is a Supervisor?
A supervisor is the university representative who is responsible for supervising the field experience of a teacher candidate or a group of teacher candidates. The role of the supervisor is to provide on-site support and advice. The teacher candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

Supervisor’s Responsibilities
- Assists the teacher candidate in his/her induction into the profession of teaching.
- Outlines the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visits the teacher candidate regularly, approximately one visit for every ten days of student teaching. During this time, the university supervisor provides systematic feedback to the teacher candidate by conducting a pre-conference, helping the teacher candidate select an area of focus for classroom observations and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference about the data collected during the observation. The university supervisor leads the teacher candidate in the process of analysis and reflection on his/her teaching and its impact on student learning. **Whenever possible, three-way conferences involving teacher candidate, the cooperating teacher, and the university supervisor are desirable.**
- Confers with the cooperating teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the teacher candidate.
- Helps build and maintain good relations between the schools and the university. He/she is considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in his/her teaching and its impact on student learning.
- Provides detailed expectations and requirements of student teaching.
- Supports the teacher candidate in preparing lesson plans, units, and a professional portfolio.
- Guides and advises the cooperating teacher in providing teacher candidates with as constructive and beneficial a student teaching experience as it is possible to achieve. As part of his/her role, the supervisor can arrange special meetings during the semester with the teacher candidates in his/her assignment, in order to help teacher candidates develop individual plans for future growth.
- Evaluates the teacher candidate on an on-going basis and provides objective documentation to support his/her assessment of specific areas of the teacher candidates’ knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the teacher candidate’s total experience.

Preparing for the University Supervisor Visits
The university supervisor will be observing the teacher candidate regularly throughout the semester. To help prepare for these important observations, the teacher candidate should:
- Inform the school office that the supervisor will be visiting.
- Secure a private room or space for the post-observation conversation.
- Send the final lesson plan to the supervisor as agreed.
- Provide a hard copy of the lesson plan and related materials for the day of the observation.
- Have the lesson plan binder ready for the supervisor’s review, with all materials clearly labeled.
- Provide a workspace for the supervisor to sit during the observation.
• Discuss with the cooperating teacher how to address the presence of the supervisor with the students for the first visit.
• Provide a written reflection of the lesson to the supervisor no later than 8:00 p.m. of the day of the visit. A formal write-up of the observation will be provided to the teacher candidate no later than two working days after the observation.
• Be sure to have the next observation scheduled by the end of the visit.

**Student Teaching Observations**
Regular semester visits provide the teacher candidate with important feedback to support his/her growth. This feedback is typically done in a traditional fashion with the supervisor setting a specific date and time, reviewing the lesson plan for the observation, conferring for a few minutes prior to the lesson, observing the teacher candidate and conducting a post observation conversation. During the course of the semester, the supervisor may want to consider a different approach that would allow the teacher candidate to **videotape** as part of the process. By doing so, the teacher candidate will have the opportunity to view him/herself before engaging in a reflective conversation. Teacher candidates who have done this in the past have commented about how the process provided them with insights they would not otherwise have had.

**Effective communication is at the heart of supervision. Feel free to contact the university supervisor outside of the regular visits, particularly if problems arise or are anticipated.**
The Cooperating Teacher

Who is a Cooperating Teacher?
A teacher who has completed the Connecticut State Department of Education’s Teacher Education and Mentoring program (TEAM) training for cooperating teachers is identified as the school-based supervisor of the teacher preparation program. The cooperating teacher provides primary, daily support and supervision to the teacher candidate. In addition, the cooperating teacher is regarded as a role model for the teacher candidate.

Cooperating Teacher Roles and Responsibilities

Interviewing the Teacher Candidate
Soon after agreeing to accept a teacher candidate from Central Connecticut University, the cooperating teacher can expect an opportunity to meet with the teacher candidate. Placements are not final until the cooperating teacher has had opportunity to meet with the teacher candidate. If for some reason, you, the cooperating teacher, do not feel the teacher candidate would be a good match, please let the OSCP know immediately via phone or email. We understand that teacher candidate is a guest in your classroom community. Our goal is help ensure the semester will be positive and productive for both you and your students.

Although the teacher candidate does not officially begin the placement until the start of the semester, it is helpful to invite the teacher candidate in to informally become acquainted with the school community and your classroom. This visit will be used by the teacher candidate for observing, meeting key staff members, obtaining copies of pertinent school information, and getting to know the cooperating teacher. It would be helpful for you to share instructional plans and identify possible initial teaching topics for the teacher candidate. In addition, plans should be made with the teacher candidate for a detailed conference on the first day of the actual student teaching experience.

Prior to the Teacher Candidate's Arrival
The time to begin preparing for the arrival of a teacher candidate is immediately after you agree to accept a teacher candidate. This initial preparation can be a major factor in providing a successful student teaching experience.

Prepare Your Students
The approach will vary according to the familiarity of students with student teaching programs in general and with their level of maturity and sophistication. The following is a suggested approach:

- Indicate your approval and enthusiasm for the teacher candidate’s arrival.
- Introduce the teacher candidate as a co-teacher or intern, rather than as a student. Students should be expected to give the same courtesy and respect to a teacher candidate as they would to a teacher.
- Emphasize the advantage of having two teachers in the classroom who are capable of instruction and guiding students. The idea of increased individual assistance, the possibility of more varied activities, and even the novelty of working with two different people are suggestions for stimulating student enthusiasm.
• Stress any strong points related by the teacher candidate and the possible relationship of those points to school and student activities. Unusual scholastic, artistic, or physical talents, extensive travel, demonstrated leadership or performance in college or community activities might provide initial keys to student acceptance.

• Give students a feeling of responsibility for the initial orientation and acceptance of the teacher candidate.
• Explain that university supervisors will be visiting in order to observe teaching techniques and class responses.
• Explain that when the teacher candidate is in charge of the class that questions, requests, and comments should be addressed to the teacher candidate.

Prepare the Administration and Faculty
Inform the administration and faculty about the teacher candidate’s arrival and introduce him or her at a faculty meeting. Involve colleagues in preparing for the arrival of the teacher candidate by asking them to help:

• secure needed learning materials and facilities;
• decide on plans for welcoming the teacher candidate;
• acquaint the teacher candidate with the total school program; and
• provide opportunities to observe their classes.

Prepare Orientation Materials
Place copies of pertinent school information in a folder for the teacher candidate. These may be discussed briefly during the initial visit and the teacher candidate should be told to be familiar with them upon returning to student teach. Some suggestions for the folder follow. Do not limit your collection to these:

• School calendar, master schedule, time schedule;
• Fire drill and other emergency instructions;
• Schedule of teachers' meetings and parent-teacher meetings;
• Copy of long-range plans for the year;
• Copies of administrative forms, such as attendance register (or computer format), textbook slips, hall pass, field trip form, transfer slip;
• Student handbook or school rules and cafeteria regulations;
• Map of the city or community and information about the community; and
• Curriculum guide, faculty handbook, and list of faculty members.
Prepare the Classroom and Instructional Materials
The teacher candidate’s needs in a classroom correspond to those of any new teacher. The following are some suggestions:

- Provide a desk and chair and a place where personal belongings can be safeguarded.
- Obtain a set of textbooks, teachers' manuals, teachers' guides, and course outlines for the teacher candidate.
- Provide copies of local and state curriculum guides pertaining to the teaching situation.
- Prepare a seating chart of each class with which the teacher candidate will work.

The First Days of the Placement – The Initial Conference
The effectiveness of any conference depends upon the willingness and ability of those involved to be sensitive to each other. The success of the student teaching experience may be greatly affected by the quality of this interaction. The conference is itself a learning experience for both the cooperating teacher and the teacher candidate. The initial conference is probably the most important conference the cooperating teacher will have with the teacher candidate. It is suggested that this conference take place the first full day of the student teaching experience. The most important objective of the conference should be to communicate to the teacher candidate support and acceptance. This should be the beginning of a relationship characterized by mutual trust, respect, and dedication to a meaningful student teaching experience.

This conference should include a clarification of expectations, some planning for the total student teaching experience, and some suggestions for initial activities. Delineate the specific behavior expected of the teacher candidate. Discuss teaching/learning philosophies and be sensitive to differences.

- Be specific about classroom rules and policies. Rules that have been enforced in the classroom should be maintained. Offer to support the teacher candidate when disciplinary problems arise and discuss various classroom management methods.
- Indicate that the student teaching experience will involve more than just classroom teaching. There should be opportunities for working with the principal, counselor, parents, and other faculty and staff members.
- Invite the teacher candidate to discuss his or her expectations of you.

Planning for the Total Student Teaching Experience
Give the teacher candidate an overview of the curriculum, including what pupils have studied, are studying, and will be studying. Effectively involve the teacher candidate by briefly sharing some ideas about particular strategies for teaching the upcoming topics.

Plan some initial activities. The following is a list of possible activities for the teacher candidate:

- Observe classes and other teacher activities.
- Assist a student who has missed classes.
- Help students individually during guided practice time in class.
- Present a brief historical anecdote or enrichment topic that pertains to that day's lesson.
- Prepare a bulletin board.
- Work with a small group in the class.
- Tutor a student who has special needs.
- Administer a test or retest.
- Assist with attendance to help in learning students' names.
- Check on supplies and equipment.
- Read and help correct sets of papers
- Develop a collection of five-minute teaching topics to use if a lesson ends sooner than planned.

Plan a tentative schedule for the assumption of teaching responsibilities. Please see the section labeled “Student Teaching Takeover Plan.” It is suggested that the teacher candidate start with one class and add classes gradually as readiness to do so is ascertained. The structure of the student teaching experience should be developed cooperatively.

**Establishing Communication**

Open and regular communication is the most effective way to provide feedback to teacher candidates. This helps to ensure there are no surprises when the time comes to complete the final Student Teaching Evaluation. Below are some helpful strategies as you engage your teacher candidate in a reflective conversation:

- Share concrete evidence
- Eliminate: absolutes, opinions, evaluation
- Refer to the Common Core of Teaching as well as the evaluation tool itself.
- Word communication in positive ways
- Clarify your assumptions by asking questions that lead the teacher candidate to draw his or her own conclusions
- Avoid “why did you” questions
- Keep the focus on student learning

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan to have a regularly scheduled weekly conference. This “sacred” meeting time should be dedicated to planning for the week, discussing student concerns or insights and reflecting on the teacher candidate’s performance. It may be helpful to create a meeting agenda in order to use your time efficiently. Some cooperating teachers have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the teacher candidate as well as an ongoing dialogue between you and the teacher candidate.

Please communicate frequently with your university supervisor and/or the Office of School-Community Partnerships. Please use the “Cooperating Teacher Feedback Form” in this handbook to communicate with the university supervisor at least once every two weeks sharing the teacher candidate’s progress. You may also want to utilize the Cooperating Teacher Classroom Observation Form to share your observations with the teacher candidate.

**Principles for Conferencing Success**

1. Establish a positive tone.
2. Control the conference.
3. Focus on key issues.
4. Include positive comments.
5. Develop a plan of action.
6. Summarize the conference.

**Conferencing with a Weak Teacher Candidate**
1. Be direct.
2. Listen with compassion.
3. Do not waiver.
4. End with mutual understanding of the next steps.

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**The most powerful single modification that enhances achievement is feedback.**

~ John Hattie

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**Teacher Candidate Feedback: Formative**

Feedback to foster instructional improvement:

1. Give feedback at the earliest possible time following the observation.
2. Be specific rather than general. To be told, “You did not listen to student responses” is not as helpful as creating a specific situation. For example, “Remember when you asked the question on AB population? Sarah had the answer but you supplied the figure without acknowledging her.”
3. Use descriptive rather than evaluative language. Avoiding evaluative language reduces the need for the teacher candidate to become defensive and blame.
4. Center the feedback around the areas the teacher candidate can do something about and can change.
5. Questions could be:
   a. What did you like about the lesson?
   b. As you were teaching the lesson, how did you feel?
   c. Did the lesson go as you had planned?
   d. If you were to re-teach the lesson, what would you do differently?
   e. What will you do with this group tomorrow? Why?
   f. What help do you need from me?
6. Feedback can be very effective when it is given in response to teacher candidate questions of her/his teaching practice. Ask for specific things you could observe.
7. When offering constructive criticism, consider these questions:
   a. Is the person ready to receive the suggestions and criticisms?
   b. Are you going to be available for lengthy discussion?
   c. Has the teacher candidate heard this before?
   d. What specific suggestions can be made for improvement?
8. Create a specific timeline for improvement and change.
9. Was the objective for the conference accomplished?
10. Use closure to summarize the important points.

**Teacher Candidate Feedback: Summative**

Summative evaluation is usually undertaken at the end of a period of learning in order to generate a grade that reflects the teacher candidate’s performance.

**Cooperating Teacher Conversations**
The Office of School-Community Partnerships hosts a round table event for all cooperating teachers. All cooperating teachers are encouraged to attend to share support, feedback and concerns regarding teacher candidates and their preparation with other cooperating teachers, university supervisors and the Office of School-Community Partnerships. See semester calendar for specific dates.

**Full-time Student Teaching**
It is expected that the teacher candidate will fully take over the entire teaching load of the cooperating teacher for an extended period of time.

- Elementary and Secondary: 3 weeks minimum.
- All-level Programs: 2 weeks for each 8-week period
- MAT Secondary: 5 weeks
- MAT SPED: 3 weeks

**NOTE:**
**Block Scheduling** - In school districts following a block schedule (minimum of 90 minute periods), the teacher candidate must prepare for and teach daily two blocks and participate in an academic support experience such as specific curriculum labs, writing center, tutoring, etc.

**For teacher candidates in secondary education,** we ask that teacher candidates be responsible for no more than 3 preps. However, the teacher candidate must teach a minimum of 5 classes. If a special situation should occur where more than 3 preps are required, the cooperating teacher and supervisor should contact the Office of School-Community Partnerships.
Length of Student Teaching Placement
The length of time a teacher candidate spends student teaching differs according to the individual program. Student teaching officially begins on the first day of the new semester. A calendar of start and end dates is included in the student teaching placement request. Should a teacher candidate require special considerations or accommodates with his/her placement’s start or end date, the OSCP will contact the cooperating teacher to discuss the situation and follow up with a letter in writing.

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<th>Elementary and Secondary</th>
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<tr>
<td>All-Level</td>
<td>2 eight-week placements</td>
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The OSCP will indicate the length of placement required on our initial request.

A note about attendance:
- The teaching assignment is for the full school day. The teacher candidate is expected to be at school during the same time period as the classroom teacher. The only reason a teacher candidate may be excused earlier than the end of a school day is to attend scheduled seminar class at the university.
- The schedule of teaching days that are followed during student teaching must conform to that of the school, not to that of the university. School holidays and university holidays do not always coincide. Teacher candidates will follow the school district’s calendar and not the vacation schedule of the university.
- It is expected that the teacher candidate will attend after-school meetings, such as department or grade-level meetings, workshops, faculty meetings, as well as parent-teacher conferences, and after-school events unless it interferes with the seminar time, in which case permission must be granted by the university instructor. Teacher candidates may not leave early to coach or work. The only exception would be to leave school at an appropriate time to attend the discipline’s student teaching seminar.

Differentiating Mentoring for Teacher Candidates
It is the job of the preparation team to meet the needs of the teacher candidate as s/he becomes a capable beginning teacher. Just as effective elementary and secondary educators differentiate their instruction to scaffold each student toward success, teacher candidates may need differentiated preparation from cooperating teachers and university supervisors. Teacher candidates’ needs will vary based on a number of readiness and personality factors. The cooperating teacher and university supervisor should feel comfortable differentiating their mentorship of each individual teacher candidate. Some teacher candidates will need more supports in place to help them succeed, and others will be able to take off without much direction in the first few weeks of the placement. Below are some suggestions for additional supports you may need to put in place for teacher candidates who need more explicit instruction or time to develop:
- Detailed feedback on lesson plans using the lesson plan rubric as a guide
- Co-teaching
- Have the teacher candidate observe a lesson and then reflect on each aspect of the lesson planning template
- Videotape lessons and reflect together
• “Think aloud” for the teacher candidate about your planning process or in a post-lesson reflection session
• Plan lessons with teacher candidates for a while

**Student Teaching Takeover-Plan**

The teacher candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage the cooperating teacher and teacher candidate to create a “Takeover Plan.” This plan will provide the teacher candidate with clear expectations and the time needed to prepare. We encourage teacher candidates to use the first two weeks of their placement to develop their relationships with students and the classroom teacher. They should also become familiar with the district’s curriculum and the grade-level outcomes. The beginning of the placement is an excellent time to have the teacher candidate observe other teachers and to assist the teacher in routine tasks.

Having a “sacred” meeting time for the cooperating teacher and the teacher candidate to meet and discuss weekly lessons to be taken over by the teacher candidate is essential. Make certain these meetings take place.

The takeover of the classroom responsibilities should be gradual. Please refer to the above section, *Full-Time Student Teaching*, for the minimum number of weeks a teacher candidate must assume responsibility for full-time teaching. The return of the teaching load should also be a gradual process with the cooperating teacher slowly assuming the teaching of the class.

**Co-Teaching Model**

Teacher candidates are students of teaching and your classroom becomes the important training ground allowing theory to be put into practice. Through your generosity of time and willingness to share your classroom and students, our teacher candidate is afforded the chance to develop skills, hone professional practice and gain the confidence needed to be ready to meet the demands of a Connecticut classroom teacher.

Traditionally, teacher candidates have slowly and deliberately worked with you, the cooperating teacher, to assume the primary role of instruction. During the complete takeover period, it is not uncommon for the classroom teacher, while still in the room, to work on other tasks such as curriculum development, tier two instruction group, and/or other related tasks.

We encourage cooperating teachers and teacher candidates, with support from the university supervisor, to consider a team-teaching model. While team teaching or co-teaching is not a new model in schools, it is in its application to the student teaching experience. This approach allows two professionals to work together to support student learning. The co-teaching model of student teaching allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher.

We truly believe that this structure will provide our teacher candidate with a full and rigorous student teaching experience and allow you, the cooperating teacher, to remain involved in the quality of learning experiences
Presented to your students. The partnership allows the cooperating teacher to provide consistent mentoring, providing the teacher candidate with the time and support necessary to gain the skills and confidence required to teach successfully.

Below are some suggestions for implementing a co-teaching model:

<table>
<thead>
<tr>
<th>If one of you is doing this</th>
<th>The other can be doing this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturing</td>
<td>Modeling note taking on the board/overhead; ensuring &quot;brain breaks&quot; to help students process lecture information</td>
</tr>
<tr>
<td>Taking roll</td>
<td>Collecting and reviewing last night's homework; introducing a social or study skill</td>
</tr>
<tr>
<td>Passing out papers</td>
<td>Reviewing directions; modeling first problem on the assignment</td>
</tr>
<tr>
<td>Giving instructions orally</td>
<td>Writing down instructions on board; repeating or clarifying any difficult concept</td>
</tr>
<tr>
<td>Checking for understanding with large heterogeneous group of students</td>
<td>Checking for understanding with small heterogeneous group of students</td>
</tr>
<tr>
<td>Circulating, providing one-on-one support as needed</td>
<td>Providing direct instruction to whole class</td>
</tr>
<tr>
<td>Prepping half of the class for one side of a debate</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>Facilitating a silent activity</td>
<td>Circulating, checking for comprehension</td>
</tr>
<tr>
<td>Providing large group instruction</td>
<td>Circulating, using proximity control for behavior management</td>
</tr>
<tr>
<td>Running last minute copies or errands</td>
<td>Reviewing homework; providing a study or test-taking strategy</td>
</tr>
<tr>
<td>Re-teaching or pre-teaching with a small group</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>Facilitating sustained silent reading</td>
<td>Reading aloud quietly with a small group; previewing upcoming information</td>
</tr>
<tr>
<td>Reading a test aloud to a group of students</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>Creating basic lesson plans for standards, objectives, and content curriculum</td>
<td>Providing suggestions for modifications, accommodations, and activities for diverse learners</td>
</tr>
<tr>
<td>Facilitating stations or groups</td>
<td>Also facilitating stations or groups</td>
</tr>
<tr>
<td>Explaining new concept</td>
<td>Conducting role play or modeling concept; asking clarifying questions</td>
</tr>
<tr>
<td>Considering modification needs</td>
<td>Considering enrichment opportunities</td>
</tr>
</tbody>
</table>

There is a nationwide effort to ensure that beginning teachers are truly prepared to teach effectively. In many states, this initiative includes the adoption of edTPA, which requires candidates to demonstrate the knowledge and skills required to help all students learn in real classrooms. edTPA is not simply about theory as it requires teacher candidates to demonstrate what they can and will do on the job, translating into practice what research has shown to improve learning. edTPA is intended to be used as a summative assessment at the end of an educator preparation program and to support state and national program accreditation by providing evidence for program completion or teacher licensure decisions.

If you are a P–12 teacher who supervises or supports teacher candidates in their clinical experiences, you will see how edTPA creates a rigorous and meaningful experience for aspiring teachers and students. Teacher candidates will develop lesson plans and deliver instruction consistent with your school's standards and curricula. For the first time, however, all teacher candidates will document the five priority areas outlined below:

### edTPA Focuses on Areas Critical to Effective Instruction

<table>
<thead>
<tr>
<th>Teaching Area</th>
<th>Candidate Classroom Materials (Artifacts) Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Lesson plans, instructional materials, student assignments, assessments, commentary justifying how plans meet student learning needs</td>
</tr>
<tr>
<td>Instruction Assessment</td>
<td>Unedited video clips, commentary analyzing student engagement in learning</td>
</tr>
<tr>
<td></td>
<td>Samples of student work, feedback to focus students, commentary analyzing student learning and justifying next steps for teaching</td>
</tr>
<tr>
<td>Analysis of Teaching</td>
<td>Planning, Instruction, and Assessment commentaries as noted above</td>
</tr>
<tr>
<td>Academic Language</td>
<td>Unedited video clips and/or student work samples, Planning and Assessment commentaries</td>
</tr>
</tbody>
</table>

edTPA was developed under the leadership of the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE). The edTPA process draws on experience gained from the 25-year development of performance-based assessments of teaching, including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers. Since 2009, thousands of teacher educators and P–12 teachers have collaborated on edTPA to meet the need for a nationally available research-and standards-based assessment of candidate performance and more than 641 campuses in 35 states are now using the assessment.
Videorecording requirement

Videorecording may be a new requirement for teacher candidates and they are cautioned to protect privacy and confidentiality. The video clips will be submitted for scoring purposes only, unless additional permission is requested.

Teacher candidates are expected to follow their cooperating school's policies and protocols for obtaining the necessary parental/guardian permission, or to place those students without permission off-camera. Sample release forms are provided for reference at [http://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf](http://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf) and reflect the type of notification and permissions that must be obtained prior to videorecording. Additionally, teacher candidates should consult their preparation program for other specific information that may be required to include in the release form.

The video submitted by each teacher candidate will not contain the candidate’s name, the names of the cooperating teacher, school or district, or the last names of the students. Each teacher candidate must agree in advance that the video cannot be shared, posted publicly, or used for any other purpose without additional permission.

What you can expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates may need your input about the context and background of their students early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

Your collaboration as a mentor and facilitator will be critical to the overall experience and success of your teacher candidate. In return, edTPA will foster professional dialogue that will enhance the mutual benefits for both veteran teachers and teacher candidates. Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates readiness for an initial license. This document clarifies acceptable forms of support for candidates during the edTPA process and those that are unacceptable.
Acceptable Forms of Candidate Support within the edTPA Process

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as Making Good Choices about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Using rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process
- Asking probing questions about candidates’ draft edTPA responses or videorecordings, without providing direct edits of the candidate’s writing or providing candidates with specific answers to edTPA prompts
- Arranging technical assistance for the video portion of the assessment

Unacceptable Forms of Candidate Support within the edTPA Process

- Editing a candidate’s official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Instructing candidates on which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites
The **American Association of Colleges for Teacher Education (AACTE)**; the **Stanford Center for Assessment, Learning, and Equity (SCALE)**; and **Pearson** invite educators to become scorers for edTPA®.

### edTPA Scorer Qualifications
- Expertise in the subject matter or developmental level of the teaching field (degree and professional experience)
- Teaching experience in that field (or teaching methods or supervising student teachers in that field)
- Experience mentoring or supervising beginning teachers or administering programs that prepare them

### edTPA Scorer Benefits
- Promotes a deep understanding of edTPA rubrics that will enable you to better support teacher candidates
- Support informed discussions with teacher candidates and colleagues
- Support educator preparation programs curriculum mapping, multiple-measures, assessment-system design, alignment with supervisory observations/evaluation, articulation with P-12 partners, and formative learning opportunities for candidates

### edTPA Scorer Commitment
- Scorers must complete a training curriculum that includes about 19 to 24 hours of online modules and scoring of practice and qualification portfolios.
- In addition to completing the training, scorers from the P-12 community are expected to score a minimum of 8 edTPA portfolios within a month, depending on the number of submissions. University faculty can expect to score 1 to 2 portfolios per week, depending on the number of submissions. The total number of edTPA portfolios available to each scorer will vary based on the volume of candidate submissions.
- Scorers are also carefully monitored by trained scoring supervisors during scoring activities to maintain high quality.
- Portfolios are available for scorers to score at their convenience; the average time to score a portfolio is approximately 2 to 3 hours.
- Scorers are compensated for training time and for portfolios scored.
More Information

For more information on edTPA, visit http://edtpa.aacte.org/.

To find out how to get involved in local evaluation or national scoring of edTPA, contact your partner university educator preparation program or visit http://scoreedtpa.pearson.com/.

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Student Teaching Take-Over Planning Sheet

SAMPLE Elementary and Secondary

The teacher candidate can use this sheet to plan out he or she is responsible for teaching and what needs to be planned for the upcoming week. A blank copy of this graphic organizer can be found in the Student Teaching Handbook available on the OSCP website. The cooperating teacher must approve all lesson plans at least 2 days PRIOR to their implementation.

This is a guide. Take-over depends on the readiness of each teacher candidate. If there are any questions or concerns, please contact the OSCP or the university supervisor.

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsible For:</th>
<th>Planning For:</th>
<th>Planning For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Secondary</strong></td>
</tr>
<tr>
<td></td>
<td>• Observe students. Learn names and learning styles, interests.</td>
<td>• Observe students. Learn names and learning profiles.</td>
<td>• Get ready to take over one period.</td>
</tr>
<tr>
<td></td>
<td>• Assist individual students.</td>
<td>• Assist individual students.</td>
<td>• Assist in administering assessments.</td>
</tr>
<tr>
<td></td>
<td>• Observe other classroom teachers.</td>
<td>• Become familiar with the curriculum for which you are responsible.</td>
<td>• Check students’ work.</td>
</tr>
<tr>
<td></td>
<td>• Observe classroom routines.</td>
<td>• Observe other teachers in the discipline.</td>
<td>• Continue to work with individual students as needed.</td>
</tr>
<tr>
<td></td>
<td>• Learn school policy and procedures.</td>
<td>• Assist with clerical routines.</td>
<td>• Prepare grade book or become familiar with existing grading practices.</td>
</tr>
<tr>
<td></td>
<td>• Assist with clerical routines.</td>
<td>• Learn school policy and procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research the curriculum.</td>
<td>• OSCP work and assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Meet building personnel.</td>
<td>• Meet building personnel.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Correct and assess work; record data.</td>
<td>• Teach one period.</td>
<td>• Teach one period.</td>
</tr>
<tr>
<td></td>
<td>• Conduct morning and closing routines.</td>
<td>• Check students’ work.</td>
<td>If same content, begin to take over another section.</td>
</tr>
<tr>
<td></td>
<td>• Walk students to and from specials and lunch.</td>
<td>• Continue to post students’ work.</td>
<td>• Continue responsibilities from Week 2.</td>
</tr>
<tr>
<td></td>
<td>• Assist CT with duties such as lunch, recess, and/or bus.</td>
<td>• Continue to assist with clerical routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist with read aloud.</td>
<td>• Plan to teach one lesson a day. Discuss with CT as to topic/content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue assisting individual students, teach small groups.</td>
<td>• Begin planning Exit Portfolio by choosing content area/reviewing resources.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue responsibilities from Week 2.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Responsible For:</td>
<td>Planning For:</td>
<td>Planning For:</td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Elementary</strong></td>
</tr>
</tbody>
</table>
|      | • Continue weeks’ 1 and 2 activities.  
• Teach one lesson/day. | • Teach one period. If same content area, begin teaching second period. | • With the CT, choose a new content area to begin planning.  
• Plan when to videotape.  
• Discuss content area for exit portfolio and begin related tasks. | • Begin planning for new prep.  
• If appropriate, begin another period of same content area.  
• Continue responsibilities from Week 3. |
| 4    | • Teach 1 or 2 lessons/day.  
• Continue with previous responsibilities and routines.  
• Fill out 4 week goal setting form. | • Teach 2 periods of same content.  
• Continue with previous responsibilities and routines. | • Continue work on exit portfolio.  
• Videotape lesson for self-reflection.  
• Begin preparing for new content area to be taken over. | • Begin prep for new content area.  
• Continue with responsibilities from week 4. |
| 5    | • Teach 2 or 3 lessons/day.  
• Continue with previous responsibilities and routines. | • Teach 2 periods of same content.  
• Begin teaching 1 period of new content area.  
• Continue with previous responsibilities and routines. | • Continue previous work and responsibilities.  
• Prepare for new content teaching responsibility. | • Continue with previous responsibilities and routines.  
• Begin prep for new content teaching responsibility. |
| 6    | • Continue previous responsibilities and routines.  
• Teach 3 or 4 lessons daily. | • Teach new period.  
• Continue with previous week’s teaching load.  
• Continue with previous responsibilities and routines. | • Begin preparing for new content area to be taken over.  
• Continue exit portfolio work.  
• Continue previous responsibilities and routines. | • Continue with previous responsibilities and routines.  
• Begin prep for new content teaching responsibility. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Responsible For:</th>
<th>Planning For:</th>
<th>Planning For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Elementary</td>
<td>Secondary</td>
<td>Elementary</td>
</tr>
<tr>
<td></td>
<td>• Teach new content area (~4 lessons daily).</td>
<td>• Add additional courses not yet taught.</td>
<td>• Set up mid-term evaluation conference (week 8 with supervisor).</td>
</tr>
<tr>
<td></td>
<td>• Continue with assumed teaching responsibilities.</td>
<td>• Continue with other assumed teaching responsibilities.</td>
<td>• Plan take-over of any additional content areas not yet taught.</td>
</tr>
<tr>
<td></td>
<td>• Continue with other previous responsibilities and routines.</td>
<td>• Continue with other routines and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>• Participate in mid-term evaluation conference.</td>
<td>• Participate in mid-term evaluation conference.</td>
<td>• Full-time teaching</td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue with previous responsibilities and routines.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
</tr>
<tr>
<td>10</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
</tr>
<tr>
<td>11</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
</tr>
<tr>
<td>12</td>
<td>• Full-time teaching</td>
<td>• Full-time teaching</td>
<td>• Classroom teacher gradually takes back teaching responsibilities.</td>
</tr>
<tr>
<td></td>
<td>• Fill out 12-week goal setting form</td>
<td></td>
<td>• Classroom teacher gradually takes back teaching responsibilities.</td>
</tr>
</tbody>
</table>

During weeks 13 – 16, a plan should be made for the classroom teacher to gradually take back teaching responsibilities. A final evaluation conference should be scheduled during the last week(s) of student teaching.
Student Teaching Takeover Planning Sheet

SAMPLE K-12 Disciplines

This is a guide. Takeover depends on the readiness of each teacher candidate. All-level teacher candidates must assume full responsibility for the teaching day for a minimum of 2 weeks. If there are any questions or concerns, please contact the OSCP or the university supervisor.

Teacher candidates must turn in lesson plans 2 days in advance. Feedback and suggestions provided by the cooperating teacher must be integrated into the final lesson plan for each lesson.

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsible For</th>
<th>Planning For</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe students.</td>
<td>First take over class/grade level including lesson plans and materials needed.</td>
</tr>
<tr>
<td></td>
<td>Assist individual students.</td>
<td>Correcting students’ work.</td>
</tr>
<tr>
<td></td>
<td>Assist with clerical routines.</td>
<td>Assisting with entering grades.</td>
</tr>
<tr>
<td></td>
<td>Research and collect materials for the curriculum you will be responsible for teaching.</td>
<td>Assist with clerical routines.</td>
</tr>
<tr>
<td></td>
<td>Observe classroom routines.</td>
<td>Continued work with individual students.</td>
</tr>
<tr>
<td></td>
<td>Discuss cooperating teacher’s expectations for grading, recording keeping and providing feedback to students.</td>
<td>Continued work with clerical routines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assisting in all duties.</td>
</tr>
<tr>
<td>2</td>
<td>Teaching of a specific class/grade level.</td>
<td>Takeover of one additional grade level/class including lesson plans and materials needed.</td>
</tr>
<tr>
<td></td>
<td>Conducting routines (attendance, etc.).</td>
<td>Continue responsibilities from Week 2.</td>
</tr>
<tr>
<td></td>
<td>Assisting in all duties.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working with individual students.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teaching of two classes/grade levels.</td>
<td>Takeover of one additional grade level/class including lesson plans and materials needed for a total of 3 grades/classes.</td>
</tr>
<tr>
<td></td>
<td>Ongoing daily responsibilities.</td>
<td>Continue responsibilities from previous week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set up mid-term evaluation with cooperating teacher, supervisor and teacher candidate.</td>
</tr>
<tr>
<td>4</td>
<td>Teaching of three classes/grade levels.</td>
<td>Takeover of one additional grade level/class including lesson plans and materials needed for a total of 4 grades/classes.</td>
</tr>
<tr>
<td>Mid-term Evaluation Done This Week</td>
<td>Ongoing daily responsibilities.</td>
<td>Continue responsibilities from previous week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teaching of four classes/grade levels.</td>
<td>Takeover of one additional grade level/class including lesson plans and materials needed for a total of 5 grades/classes.</td>
</tr>
<tr>
<td></td>
<td>Ongoing daily responsibilities.</td>
<td>Continue responsibilities from previous week.</td>
</tr>
<tr>
<td>6</td>
<td>Full take-over of teaching load.</td>
<td>Continued lesson preparations including all materials and resources needed.</td>
</tr>
<tr>
<td></td>
<td>Ongoing daily responsibilities.</td>
<td>Continued responsibilities from previous week.</td>
</tr>
<tr>
<td>7</td>
<td>Full take-over of teaching load.</td>
<td>Continued lesson preparations including all materials and resources needed.</td>
</tr>
<tr>
<td></td>
<td>Ongoing daily responsibilities</td>
<td>Continued responsibilities from previous week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set up final evaluation meeting with cooperating teacher, supervisor and teacher candidate.</td>
</tr>
<tr>
<td>8</td>
<td>Finish up units of teaching and return classes to the cooperating teacher(s).</td>
<td>Returning all borrowed materials.</td>
</tr>
<tr>
<td>Final Evaluation Done This Week</td>
<td>Cleaning up and organizing work space.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Entering final grades and/or returning corrected work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Debrief with cooperating teacher regarding lessons for upcoming week if units are not completed.</td>
</tr>
</tbody>
</table>
Helpful Hints for Takeover

- The secondary or all-level teacher candidate should start teaching the most accommodating class or content with which he/she feels most comfortable. After an initial positive experience with one group of students or content area, the teacher candidate should feel better prepared to handle a more challenging class or content.

- A daily discussion of the lesson plans should take place in order to review objectives, materials, procedures, and alternatives. Plans should be divided into time segments to help the teacher candidate pace the lesson. The cooperating teacher should provide specific feedback in terms of the teacher candidate’s plans, classroom performance, actions, and behaviors. Initial lesson plans are due to the teacher 2 days in advance. Please see the section labeled “Lesson Planning” for more information.

- The teacher candidate should be encouraged to continue the classroom procedures and standards for discipline already established by the cooperating teacher.

- If possible, the cooperating teacher should give a model lesson which the teacher candidate could follow in another section of the same course.

- Initially, the cooperating teacher should remain in the classroom to observe and to take notes for the purposes of praise, encouragement, and review of what was accomplished.

- The cooperating teacher’s role in the classroom should gradually be minimized, until eventually the teacher candidate takes on complete responsibility for the class. However, the cooperating teacher should be easily accessible to the teacher candidate.

- The cooperating teacher should urge the teacher candidate to self-evaluate daily and to be flexible regarding expectations for his or her accomplishments.

- In addition to brief informal exchanges each day, it is important to establish a regular time(s) each week to meet formally. Be specific in assignments to teacher candidates and remember to include completion dates. Give adequate guidance and direction when assignments are made. Broad general hints are not adequate. In the assignments, make clear what is expected, how you wish it done, and where the material is to be found. Please consider the teacher candidate’s university course responsibilities. She or he may be taking a one-credit student teaching seminar.

- Remember, learning for the teacher candidate takes place over time. Jot down your thoughts and observations on a piece of paper to be discussed at an appropriate time rather than stopping the teacher candidate in the middle of his or her lesson.

- Allow the teacher candidate as much freedom as possible to experiment with ideas of his/her own or those gained from the teacher candidate's readings or work at the university.

Supervise the Teacher Candidate's Instructional Planning

- With the teacher candidate, develop a mutual understanding of the goals for, and content involved in, the areas to be taught.

- With the teacher candidate, develop an understanding of the developmental level and the interests and abilities of the group of learners.

- With the teacher candidate, explore a variety of approaches to, and techniques appropriate for, a given teaching assignment.

- Make available to the teacher candidate resources for teaching particular areas of the curriculum.
Broaden the teacher candidate’s background by encouraging the teacher candidate to use a variety of methods and materials in his/her teaching.

Help the teacher candidate make use of information about learners in their planning for teaching.

Help the teacher candidate interpret the results of his/her teaching in ways to improve planning for subsequent lessons.

Help the teacher candidate develop flexibility in the use of plans.

Develop the necessary competencies as assessed by the Connecticut Common Core of Teaching.

Prepare teacher candidates to develop assessments in alignment with district and state assessments.

**Reflection**

As the cooperating teacher, you play an important role in helping teacher candidates to see the connection between teaching and learning. This occurs during your opportunities to reflect with your teacher candidate. CCSU students understand the importance of reflecting on their practice. However, since this is their first time teaching on an on-going basis, they will require guidance in using data generated by student work and making future instructional decisions. This is a skill that will need to be modeled and coached. Below are some questions that may assist you as you work with your teacher candidate.

- How did you use students’ previous knowledge and curriculum standards in determining the learning objective for this lesson?
- How did you determine the objective’s criteria? How did you communicate this to students?
- Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- Did you anticipate that particular students might have difficulties? How did you accommodate for this?
- How did you monitor for understanding during the lesson? Did you find that the lesson had to be adjusted based on their responses?
- What evidence do you have for student learning or understanding? Are there any patterns?
- What will you plan next for the students who demonstrated understanding and for those students who did not?
- What surprised you about the lesson and student performance? Why?
- If you could teach this lesson again, would you make any changes? What? Why?

**Some of the reflective prompts were taken from CSDE Title 2 Project Training Materials.**

**Evaluation**

On-going evaluation and supportive documentation are essential during the student teaching experience. You, as the cooperating teacher, play a meaningful role in providing feedback and assessment as you have an opportunity to observe teaching first-hand every day. The experience of evaluation can be challenging, especially if a teacher candidate is struggling with some aspects of the teaching process. Here are some simple tips to consider in your role as evaluator:

- Evaluation and suggestions should be continuous throughout the teaching period.
- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.
• Use the conference after the lesson to praise good practice as well as to correct the particular aspects of the lesson that need changing, unless the error or omission is such that it cannot be corrected at a later time.
• Remember you are helping the teacher candidate learn and it is only through trial and error that some learning can take place.
• Evaluate the effectiveness of the teacher candidate’s work through the particular focus found in Connecticut Common Core of Teaching and INTASC standards.
• Document your suggestions and observations of the teacher candidate. Maintain a folder with your notes and other relevant material.
• Hold an informal daily feedback meeting with the teacher candidate. Hold a formal evaluation meeting on a weekly basis.
• Know and approve the teacher candidate’s plans in advance of his or her teaching.
• Observe the teacher candidate’s work in a variety of teaching situations.
• Analyze the work of the students in the class under the direction of the teacher candidate.
• Try to remain objective about the performance of a teacher candidate. Remember that if the teacher candidate is not successful, it does not mean you have failed in your role as cooperating teacher.

Mid-term and Final Evaluation
The university supervisor is an essential member in the evaluation process. Informal discussion can occur bi-weekly when the university supervisor observes your teacher candidates. The university supervisor is key at two points in particular: the mid-evaluation and the final evaluation. These are both excellent opportunities to work with the university supervisor to develop a common evaluation report to discuss with the teacher candidate. When you and the university supervisor present a united front, a teacher candidate gains a more coherent understanding of his or her progress and performance.

In addition, you can welcome the university supervisor to sit in on conferences involving the unit plan or the goal-setting plan. In case the university supervisor is unable to attend, share the plan with him or her. Communication via e-mail is an effective means to maintain continuous communication with the university supervisor.

At the end of the semester you will receive an email which will contain a link to the electronic final evaluation for you to submit.

In situations of unusual difficulty regarding the performance of the teacher candidate, the university supervisor and the coordinator of the Office of School-Community Partnerships should be notified immediately. The university supervisor will promptly arrange to visit the school to discuss the problem.

The final grade is assigned by the university supervisor. However, collaboration and conversation between the university supervisor and the cooperating teacher is critical. If agreement cannot be reached, the cooperating teacher, when filling out the final evaluation, should submit the grade he/she feels is an honest appraisal of the teacher candidate’s teaching ability.
Proposed Grade Profiles

The final grade in student teaching is the responsibility of the university supervisor although it is expected that the supervisor will confer with the cooperating teacher. The cooperating teacher and university supervisor are asked to evaluate the teacher candidate in terms of areas of strengths and areas of improvement at the mid-term evaluation.

The final evaluation instrument is used in determining the final grade awarded to the teacher candidate. It is important to read the evaluation document and understand the criteria by which grades are determined. There is a generic evaluation document in this handbook. The subject specific evaluation document is accessible in Taskstream.

Please use this information to guide and focus evaluation meetings. It should further clarify grade assignments and the rating key designations on the evaluation. The teacher preparation team should discuss this information at the beginning of the student teaching placement.

“**A**”
After appropriate support and time have been given by the cooperating teacher and/or the university supervisor, the teacher candidate **consistently and effectively** demonstrates high quality work with minimal assistance from the cooperating teacher.

“**B**”
After appropriate support and time has been given by the cooperating teacher and/or the university supervisor, the teacher candidate demonstrates quality work but may require some guidance and ongoing support from the cooperating teacher.

“**C**”
After appropriate support and time has been given by the cooperating teacher and/or the university supervisor, the teacher candidate demonstrates adequate work, however, requires consistent support from both the cooperating teacher and university supervisor.

**Essential Items**
18 items on the evaluation instrument have been designated “Essential”. These are the following:

1. Rapport and positive social interactions
2. Respect and student diversity
4. High expectations for student learning
7. Routines and transitions are appropriate to needs of students
8. Content of lesson plan is aligned with standards
9. Content of lesson appropriate to sequence of lessons and appropriate level of challenge
11. Literacy strategies
12. Strategies, tasks, and questions cognitively engage students
15. Ongoing assessment of student learning
17. Content accuracy
18. Content progression and level of challenge
24. Ongoing assessment of student learning
25. Feedback to students
26. Instructional adjustment
27. Teacher self-evaluation and reflection and impact on student learning
28. Response to feedback
31. Contribution to professional learning environment
32. Ethical use of technology

General Overview of the Indicators:
Proficient: Indicator Fully Met
Developing: Indicator Partially Met
Below Standard: Indicator Not Met

A  Teacher candidate must receive a score of proficient on at least 17 of the 18 essential items highlighted and have no items scored as below standard.

A-  Teacher candidate must receive a score of proficient on at least 15 of the 18 essential items highlighted and have no items scored below standard.

B  To earn a grade in the “B” range, the teacher candidate must receive a score of proficient on at least 10 of the 18 essential items highlighted and have no items scored as below standard.

C  Teacher candidate may have no more than 1 item below standard to receive a “C”.

F  A teacher candidate receiving more than 1 item below standard will receive an “F” for student teaching.

A final note: even though a teacher candidate may be outstanding, do not give a grade of A+. The highest grade possible is an A.
### Student Teaching Evaluation Generic

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Rapport and positive social interactions [Essential Item]</strong></td>
<td>Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.</td>
<td>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>CT- Connecticut Common Core of Teaching (2014)</strong></td>
<td><strong>USA- CAEP Accreditation Standards (2015)</strong></td>
</tr>
<tr>
<td><strong>Domain:</strong> Classroom Environment, Student Engagement and Commitment to Learning</td>
<td><strong>Indicator:</strong> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</td>
<td><strong>Area:</strong> Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</td>
</tr>
<tr>
<td><strong>USA- InTASC Model Core Teaching Standards (2011)</strong></td>
<td><strong>Standard:</strong> Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.</td>
<td><strong>Standard:</strong> Candidate Knowledge, Skills, and Professional Dispositions</td>
</tr>
<tr>
<td><strong>Performance:</strong></td>
<td><strong>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Respect for student diversity [Essential Item]</strong></td>
<td>Establishes a learning environment that is consistently respectful of students’ cultural, social and/or developmental differences.</td>
<td>Maintains a learning environment that is consistently respectful of all students’ cultural, social and/or developmental differences.</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td><strong>CT- Connecticut Common Core of Teaching (2014)</strong></td>
<td><strong>USA- CAEP Accreditation Standards (2015)</strong></td>
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<td><strong>Domain:</strong> Classroom Environment, Student Engagement and Commitment to Learning</td>
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<td>Below Standard</td>
<td>Developing</td>
<td>Proficient</td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td><strong>Performance:</strong>&lt;br&gt;3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</td>
<td>Creates a learning environment in which some students are willing to take intellectual risks.</td>
<td>Creates a learning environment in which most students are willing to take intellectual risks.</td>
</tr>
</tbody>
</table>

**Standards**<br>**CT-Connecticut Common Core of Teaching (2014)**<br>**Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:<br>**Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **USA-CAEP Accreditation Standards (2015)**<br>**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE<br>**Standard:** Candidate Knowledge, Skills, and Professional Dispositions<br>**Indicator:**<br>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.<br>**USA-InTASC Model Core Teaching Standards (2011)**<br>**Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.<br>**Performance:**<br>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.<br><br>4. **High expectations for student learning**<br>**[Essential Item]**<br>Estabishes low expectations for student learning.<br>Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.<br>Establishes and consistently reinforces high expectations for learning for all students.<br><br>**Standards**<br>**CT-Connecticut Common Core of Teaching (2014)**<br>**Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:<br>**Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.<br>**USA-CAEP Accreditation Standards (2015)**<br>**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE<br>**Standard:** Candidate Knowledge, Skills, and Professional Dispositions<br>**Indicator:**<br>1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.<br>**USA-InTASC Model Core Teaching Standards (2011)**<br>**Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.<br>**Essential Knowledge:**<br>3(i) The teacher understands the relationship between motivation and engagement and knows
Below Standard | Developing | Proficient | Score/Level
--- | --- | --- | ---
how to design learning experiences using strategies that build learner self-direction and ownership of learning.

5. Communicating, reinforcing, and maintaining appropriate standards of behavior

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</td>
<td>Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.</td>
<td>Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</td>
</tr>
</tbody>
</table>

### Standards

**CT- Connecticut Common Core of Teaching (2014)**

**Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

**Indicator:** 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

**Performance:**

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

6. Promoting social competence and responsible behavior

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.</td>
<td>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.</td>
<td>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students’ capacity to self-regulate and take responsibility for their actions.</td>
</tr>
</tbody>
</table>

### Standards

**CT- Connecticut Common Core of Teaching (2014)**

**Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

**Indicator:** 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #3: Learning Environments. The teacher works with learners to create...
environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.  
**Performance:**  
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

<table>
<thead>
<tr>
<th>7 Routines and transitions appropriate to needs of students</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Essential Item] Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</td>
<td></td>
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</tr>
<tr>
<td>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</td>
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<td></td>
<td></td>
<td>Establishes routines and transitions resulting in maximized instructional time.</td>
</tr>
</tbody>
</table>

**Standards**  
CT-Connecticut Common Core of Teaching (2014)  
**Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:  
**Indicator:** 1c. Maximizing instructional time by effectively managing routines and transitions  
USA-CAEP Accreditation Standards (2015)  
**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE  
**Standard:** Candidate Knowledge, Skills, and Professional Dispositions  
**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  
USA-InTASC Model Core Teaching Standards (2011)  
**Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.  
**Essential Knowledge:** 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

<table>
<thead>
<tr>
<th>8 Content of lesson plan is aligned with standards</th>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Essential Item] Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.</td>
<td></td>
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<tr>
<td>Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.</td>
<td></td>
<td></td>
<td></td>
<td>Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.</td>
</tr>
</tbody>
</table>

**Standards**  
CT-Connecticut Common Core of Teaching (2014)  
**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:  
**Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.  
USA-CAEP Accreditation Standards (2015)  
**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE  
**Standard:** Candidate Knowledge, Skills, and Professional Dispositions  
**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  
USA-InTASC Model Core Teaching Standards (2011)  
**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
| Performance: 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. |
|---|---|---|
| Below Standard | Developing | Proficient |
| Does not appropriately sequence content of the lesson plan. | Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge. | Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge. |

**Standards**

**CT-Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

**USA-CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA-InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

---

| Performance: Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs. Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students. Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. |
|---|---|---|
| Below Standard | Developing | Proficient |
| Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students’ prior knowledge or different learning needs. | Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students. | Uses multiple sources of appropriate data to determine individual students’ prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students. |

**Standards**

**CT-Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

**USA-CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA-InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**
<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</td>
<td>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.</td>
<td>Plans instruction that integrates literacy strategies and academic vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>

### 11. Literacy strategies

[Essential Item]

| Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary. | Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation. | Plans instruction that integrates literacy strategies and academic vocabulary. |             |

#### Standards

**CT-Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.

**USA-CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA-InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance:**

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

### 12. Strategies, tasks, and questions cognitively engage students

[Essential Item]

| Plans instructional tasks that limit opportunities for students’ cognitive engagement. | Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students’ cognitive engagement. | Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations. |             |

#### Standards

**CT-Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2b. Planning instruction to cognitively engage students in the content.

**USA-CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA-InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Essential Knowledge:**

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization
and recall) and how these processes can be stimulated.

<table>
<thead>
<tr>
<th>Below Standard</th>
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<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Instructional resources and flexible groupings support cognitive engagement and new learning</td>
<td>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</td>
<td>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</td>
<td>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</td>
</tr>
</tbody>
</table>

**Standards**

**CT- Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2b. Planning instruction to cognitively engage students in the content.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Performance:**

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

14. **Criteria for student success**

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.</td>
<td>Plans general criteria for student success and/or plans some opportunities for students to self-assess.</td>
<td>Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**CT- Connecticut Common Core of Teaching (2014)**

**Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 2c. Selecting appropriate assessment strategies to monitor student progress.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Performance:**

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

15. **Ongoing assessment of**

<table>
<thead>
<tr>
<th>Below Standard</th>
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<th>Proficient</th>
<th>Score/Level</th>
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</thead>
<tbody>
<tr>
<td>Plans assessment strategies that are limited or not aligned to intended instructional outcomes.</td>
<td>Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that</td>
<td>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at</td>
<td></td>
</tr>
<tr>
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<td></td>
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<td>4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</td>
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<td></td>
<td></td>
<td><strong>Standard:</strong> Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
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<td><strong>Performance:</strong></td>
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<td>7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</td>
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<tr>
<td><strong>18. Content progression and level of challenge</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Proficient</strong></td>
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<th>19. Literacy Strategies</th>
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<th><strong>Proficient</strong></th>
<th><strong>Proficient</strong></th>
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<td><strong>Presented instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.</strong></td>
<td><strong>Presented instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.</strong></td>
<td><strong>Presented instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.</strong></td>
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<td><strong>Essential Knowledge:</strong> 7(g) The teacher understands content and content standards and how these are organized in the curriculum.</td>
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<td>20. Strategies, tasks and questions</td>
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<tr>
<td>Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.</td>
<td>Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</td>
<td>Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.</td>
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<td><strong>Indicator:</strong> 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies</td>
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<td><strong>Standard:</strong> Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
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<tr>
<td><strong>Performance:</strong> 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</td>
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<tr>
<td>21. Instructional resources and tasks</td>
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<tr>
<td>Uses resources and/or groupings that do not</td>
<td>Uses resources and/or groupings that moderately</td>
<td>Uses resources and flexible groupings that cognitively</td>
<td></td>
</tr>
<tr>
<td>flexible groupings</td>
<td>cognitive groupings</td>
<td>Proficient</td>
<td>Score/Level</td>
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<td>cognitively engage students or support new learning.</td>
<td>engage students cognitively and support new learning.</td>
<td>engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**CT- Connecticut Common Core of Teaching (2014)**

**Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Essential Knowledge:**

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

| 22. Student responsibility and independence | Implement instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implement instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. |

**Standards**

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**Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Essential Knowledge:**

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
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<td>23. Criteria for student success</td>
<td>Does not communicate criteria for success and/or opportunities for students to self-assess are rare.</td>
<td>Communicates general criteria for success and provides limited opportunities for students to self-assess.</td>
<td>Communicates specific criteria for success and provides multiple opportunities for students to self-assess.</td>
</tr>
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**Standards**

**CT - Connecticut Common Core of Teaching (2014)**

**Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**Indicator:** 3c. Assessing student learning, providing feedback to students and adjusting instruction.

**USA- CAEP Accreditation Standards (2015)**

**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

**Standard:** Candidate Knowledge, Skills, and Professional Dispositions

**Indicator:**

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Performance:**

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

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<th>24. Ongoing assessment of student learning</th>
<th>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</th>
<th>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</th>
<th>Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.</th>
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**USA- InTASC Model Core Teaching Standards (2011)**

**Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Performance:**

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

<p>| 25. Feedback to students | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended instructional outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their |</p>
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<td>26. Instructional adjustment</td>
<td>Makes no attempts to adjust instruction.</td>
<td>Makes some attempts to adjust instruction that is primarily in response to whole group performance.</td>
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<td>Standard: Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. Performance: 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</td>
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<td>27. Teacher self-evaluation and reflection</td>
<td>Insufficiently reflects on/analyzes practice and impact on student learning.</td>
<td>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</td>
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<td><strong>Domain:</strong> 4: Professional Responsibilities and Teacher Leadership</td>
<td>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</td>
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<td><strong>Indicator:</strong> 4a. Engaging in continuous professional learning to impact instruction and student learning.</td>
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<td><strong>Standard:</strong> Standard #9: Professional Learning and Ethical Practice</td>
<td>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
<td></td>
</tr>
<tr>
<td><strong>Essential Knowledge:</strong></td>
<td>9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</td>
<td></td>
</tr>
<tr>
<td><strong>28. Response to feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unwillingly accepts supervisor feedback and recommendations for improving practice.</td>
<td>Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.</td>
<td>Willingly accepts supervisor feedback and makes changes in practice based on feedback</td>
</tr>
<tr>
<td><strong>29. Professional</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attends required professional learning opportunities but resists participating.</td>
<td>Participates in professional learning when asked but makes minimal contributions.</td>
<td>Participates actively in required professional learning and seeks out opportunities</td>
</tr>
<tr>
<td>Below Standard</td>
<td>Developing</td>
<td>Proficient</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>learning</td>
<td></td>
<td>within and beyond the school to strengthen skills and apply new learning to practice</td>
</tr>
</tbody>
</table>

Standards  
CT- Connecticut Common Core of Teaching (2014)  
**Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:  
**Indicator:** 4a. Engaging in continuous professional learning to impact instruction and student learning.  

USA- CAEP Accreditation Standards (2015)  
**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE  
**Standard:** Candidate Knowledge, Skills, and Professional Dispositions  
**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  

USA- InTASC Model Core Teaching Standards (2011)  
**Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
**Performance:** 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

| 30. Collaboration with colleagues | Participates in required activities to review data but does not use data to adjust instructional practices. | Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices. | Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning. |

Standards  
CT- Connecticut Common Core of Teaching (2014)  
**Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:  
**Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning.  

USA- CAEP Accreditation Standards (2015)  
**Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE  
**Standard:** Candidate Knowledge, Skills, and Professional Dispositions  
**Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.  

USA- InTASC Model Core Teaching Standards (2011)  
**Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
**Performance:** 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
</table>
| **31. Contribution to professional learning environment**  
[Essential Item] | Disregards ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Consistently makes ethical decisions and adheres to professional standards. | |
| **Standards**  
CT-Connecticut Common Core of Teaching (2014)  
Domain: 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:  
**Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning. | **USA-CAEP Accreditation Standards (2015)**  
Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE  
**Standard:** Candidate Knowledge, Skills, and Professional Dispositions  
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**Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
**Critical Disposition:**  
9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy. | |
| **32. Ethical use of technology**  
[Essential Item] | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology. | |
| **Standards**  
CT-Connecticut Common Core of Teaching (2014)  
Domain: 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:  
**Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning. | **USA-CAEP Accreditation Standards (2015)**  
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**Performance:**  
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. | |
<table>
<thead>
<tr>
<th>Below Standard</th>
<th>Developing</th>
<th>Proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>33. Positive school climate</strong></td>
<td>Participants in school-wide efforts to develop a positive school climate but makes minimal contributions.</td>
<td>Engages with colleagues, students and families in developing and sustaining a positive school climate.</td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong></td>
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</tr>
<tr>
<td><strong>Indicator:</strong> 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</td>
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<tr>
<td><strong>USA- CAEP Accreditation Standards (2015)</strong></td>
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</tr>
<tr>
<td><strong>Standard:</strong> Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
<td></td>
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<tr>
<td><strong>Performance:</strong> 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</td>
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<tr>
<td><strong>34. Family and community engagement</strong></td>
<td></td>
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<tr>
<td>Does not utilize opportunities to communicate productively with families about student academic or behavioral performance.</td>
<td>Utilizes available opportunities to communicate with families about student academic or behavioral performance and participates in required reports and conferences.</td>
<td>Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.</td>
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<tr>
<td><strong>Standards</strong></td>
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<tr>
<td><strong>Performance:</strong> 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</td>
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</tr>
</tbody>
</table>
Below Standard | Developing | Proficient | Score/Level
--- | --- | --- | ---
35. Culturally responsive communications Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community. | Generally communicates with families and the community in a culturally respectful manner. | Consistently communicates with families and the community in a culturally respectful manner. | 35.

Standards
CT - Connecticut Common Core of Teaching (2014)
Domain: 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
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Performance: 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
Observations
Each teacher candidate will be formally observed by a university supervisor at least once every 10 days. During this time, the supervisor will be writing a report about the visit and making recommendations for the next observation. If time and schedules permit, we strongly suggest that you participate in the post observation conference. This will enable you to provide the supervisor with valuable insights as well as assist the teacher candidate with any suggestions made by the supervisor. We are sensitive that your time is precious and you may be unable to attend all meetings. Your teacher candidate is required to email a copy of each observation report to you upon receipt from the University Supervisor. Teacher observations, informal and formal, are also helpful.

“The art of teaching is the art of assisting discovery.”
~ Mark van Doren

Lesson Planning
The skill of planning out a lesson takes time and practice. Therefore, teacher candidates are expected to appropriately plan the lessons they teach. Lesson plans must be submitted to you two days prior to implementation. This time frame is used in order to provide you with enough time to review the plans, provide feedback and allow the teacher candidate to make changes before teaching the lesson. Failure to do so may result in a teacher candidate being removed from his/her placement. Please speak with the university supervisor if you are noticing that your teacher candidate is having difficulty meeting this expectation.

Lesson plans must be kept in a three ring binder. University supervisors will be reviewing the lesson plans at the time of the observation.

The lesson plan format is included. Teacher candidates should feel free to make a template of this plan and/or make changes that best suits their own style. The components must be included.

Note: To best support the success of teacher candidates, general as well as special education, the lesson plan format has been redesigned to better integrate differentiation strategies, modifications and accommodations.

“Plans are nothing, planning is everything.”
~ Dwight Eisenhower (1890-1969)
## CCSU Lesson Plan Template

### Teacher Candidate

### Host Teacher

### Class and Period

### Date

### Lesson Title

<table>
<thead>
<tr>
<th>I. Central Focus</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>II. Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Academic Language/Language Function Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Assessments (note any relevant differentiation)</th>
<th>Evaluative Criteria (note any relevant differentiation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Key Vocabulary</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. Lesson Procedures/ Learning Tasks and Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times</td>
</tr>
<tr>
<td>-------</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. Lesson-Specific Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Materials</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
Commentary on Planning Decisions
In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important that these students learn this content?</td>
<td></td>
</tr>
<tr>
<td>How does this lesson fit into the current sequence of instruction/unit?</td>
<td></td>
</tr>
<tr>
<td>Why are the learning tasks you have developed for this lesson appropriate for this particular content? (Use your knowledge of content AND of theory and research on teaching and learning.)</td>
<td></td>
</tr>
<tr>
<td>Why are the learning tasks for this lesson appropriate for these particular students?</td>
<td></td>
</tr>
<tr>
<td>What contextual factors were especially important in shaping your plan for this lesson?</td>
<td></td>
</tr>
<tr>
<td>How did these factors shape your planning? (Use your knowledge of theory and research on teaching and learning as well as your knowledge of your students.)</td>
<td></td>
</tr>
</tbody>
</table>

Resources
Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

Reflective Commentary on Lesson Implementation
After implementing the lesson, answer these questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What patterns of learning were evident in the data from this lesson?</td>
<td></td>
</tr>
<tr>
<td>What worked and for whom? Why?</td>
<td></td>
</tr>
<tr>
<td>What didn’t work and for whom? Why?</td>
<td></td>
</tr>
<tr>
<td>What are your instructional next steps based on the data from this plan?</td>
<td></td>
</tr>
<tr>
<td>As a beginning teacher, what did you do well in planning and implementing this lesson?</td>
<td></td>
</tr>
<tr>
<td>As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)</td>
<td></td>
</tr>
</tbody>
</table>
**PLANNING PROMPTS**

**IMPORTANT:** This part of document provides guidance to complete the lesson plan template, you do not need to submit it with your lesson plan for evaluation.

<table>
<thead>
<tr>
<th>I. Central Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is the central focus for the content in this lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Content Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What standard(s) are most relevant to the learning goals?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the intended student learning outcomes for this lesson?</td>
</tr>
<tr>
<td>• What will students learn?</td>
</tr>
<tr>
<td>o Skills/procedures</td>
</tr>
<tr>
<td>o Concepts and reasoning/problem solving/thinking/strategies</td>
</tr>
<tr>
<td>• How will students show their learning?</td>
</tr>
<tr>
<td>• To what extent are students expected to perform to show mastery of the objective(s)? What are the standards for acceptable performance?</td>
</tr>
<tr>
<td>• Are there any accommodations or modifications that need to be reflected in the learning objectives or assessment strategies to be used?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Academic Language Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What content specific terms (vocabulary) do students need to understand in order to attain the lesson objective?</td>
</tr>
<tr>
<td>• What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</td>
</tr>
<tr>
<td>• What language function do you want students to develop in this lesson?</td>
</tr>
<tr>
<td>• What will students struggle with in terms of the language expectations of this lesson?</td>
</tr>
<tr>
<td>• How will you support students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What strategy will you use to evaluate student learning for each objective? (e.g. teacher question, observation, quiz question, exit slip)</td>
</tr>
<tr>
<td>• Specifically define the assessment here. If it is an exit slip or an in-class practice example, what is the specific question/task you will assign?</td>
</tr>
<tr>
<td>Do you need to differentiate any assessments? If so, how will you do that?</td>
</tr>
</tbody>
</table>

**Evalutative Criteria**

| • What are the standards for satisfactory performance for the objective as measured by this assessment? |
| • What must you see a student do to judge that s/he has met the objective and is ready to move forward? |
| • If you will set a different standard for some students, note that here. |

<table>
<thead>
<tr>
<th>VI. Key Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List the new or previously learned content or academic terms that are essential for students to understand to succeed in this lesson.</td>
</tr>
<tr>
<td>• How will you insure that students have the necessary understanding of these terms? Be sure that your attention to this is evident in the lesson plan’s learning tasks and materials.</td>
</tr>
</tbody>
</table>
VII. Lesson Procedures/ Learning Tasks and Timeline

**Initiation**  
(This may also be called the “anticipatory set.”)

How will you start the lesson to engage and motivate students in learning and set the purpose for learning? To activate relevant prior knowledge?

---

VIII. Differentiation/ Planned Support

How will you organize the learning tasks to address students’ individual and group needs and give all of them access to learning?

How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

Consider:
- Whole class needs
- Groups of students with similar needs
- Individual student needs
- Accommodations and/or modifications needed

Consider:
- Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings as the lesson begins and progresses.

Document the plans you have made for addressing individual needs by integrating those efforts in the relevant sections of the lesson plan (lesson procedures, objectives, assessments, and/or materials).

---

Lesson Development

- How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets? (See appended UDL Guidelines.)
- What will you do to engage students in developing understanding of the lesson objective(s)? (See appended UDL Guidelines.)
- How will you give students the opportunity to apply and practice what they have learned? (See appended UDL Guidelines.)
- How will you formatively assess student understanding as the lesson progresses? (See appended UDL Guidelines.)
- How will you provide feedback?
- How do you need to allocate time within the lesson? What needs more time? (Use the minutes column to estimate the lesson timeline.)
- What will you say and do? What questions will you ask? What directions will you give? What examples will you use? In what order? Are these specifically addressed in the plan?
- How will you direct students in transitions between activities?
- What are your behavioral expectations regarding interactions? Regarding use of materials? When and how will those initially be made clear?
- How will you reiterate and reinforce initial expectations?
- What assignments will you make for independent work or homework?
- Have you addressed relevant classroom business like collecting, returning, and/or assigning homework? Attendance? Review? Foreshadowing?

---

Closure

How will you end the lesson and help students to analyze the relevancy of the lesson? And assess their own learning?

---

IX. Lesson-Specific Materials

- The goal here is to list materials that you need to have ready for this specific lesson----not materials that are always, for sure, available in your classroom. (What is surely available varies....)
- What materials must a teacher have in hand to teach THIS lesson? (e.g. 15 copies of Frost’s Stopping By Woods, 5 pieces of chart paper and markers, 18 exit cards, tall chair from dept office, 12 pieces of pink paper)
- What specific materials do all students need to have available for this lesson? (A specific book or file? A dictionary? A purple editing pen? A stuffed animal from home?)
- What targeted materials might you need to address any individual or special student needs or modifications in this lesson? (one large print copy of a handout, laptop for John, etc.)

---

TROUBLESHOOTING

- What will students do in each phase of the lesson? Do their activities vary over the course of the lesson?
- Where might students struggle? How could you re-teach if you see that students are struggling?
- How could you move the lesson forward more quickly if students have grasped the material?

How will you address it if some students finish something
Dealing with Difficulty

“We can't solve problems by using the same kind of thinking we used when we created them.” Albert Einstein

At some point, a cooperating teacher may encounter difficulty with a teacher candidate. Although many situations can be quickly dealt with by speaking directly to the teacher candidate about the concern, there are times when the Office of School-Community Partnerships must get involved. We have found that if the OSCP becomes part of the process sooner rather than later, many problems can be addressed enabling the teacher candidate to complete the student teaching assignment. We encourage you to contact us at any time to discuss a situation. Together, we can assess how the circumstances can be handled.

Ongoing Supervision – This is the typical type of supervision a teacher candidate receives during the course of a semester. The University Supervisor visits the teacher candidate to observe his/her performance and provide feedback. This is accomplished through conversations as well as written documentation. In addition to meeting with the teacher candidate, the supervisor will also touch base with the cooperating teacher to support open communication in order to best support the development of the teacher candidate.

Open and frequent communication among the candidate, the cooperating teacher, and the university supervisor is the key to a successful student teaching experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, even with support, you may find a teacher candidate is unable to meet the expectations of student teaching. It is important that you work with the university supervisor and the OSCP to discuss the situation as it may be necessary to remove the teacher candidate from his/her student teaching assignment. If problems do arise during student teaching, the following steps should be taken to address the concern:

1. Any problems or concerns that arise related to the performance of the candidate should be discussed with him/her by the cooperating teacher and the university supervisor.
2. If the issue is not resolved, the cooperating teacher, university supervisor, and candidate will meet to develop a focus form for the candidate. The coordinator of the Office of School-Community Partnerships (“OSCP”) may be called in for this step if the supervisor and/or cooperating teacher deems necessary. The focus form will describe the problem or concern and inform the candidate of specific suggestions, expectations, and a time frame for improvement or correction. The focus form should be based on data from the cooperating teacher, university supervisor, and other parties such as observation records, lesson plans, and a mid-term evaluation. The focus form should be signed and dated by the candidate, cooperating teacher, and university supervisor. The original form should be sent to the coordinator of the OSCP with copies provided to the candidate, cooperating teacher and university supervisor. Once finalized and delivered to the candidate, the focus form will be implemented. The cooperating teacher and university supervisor will review the candidate’s progress on the dates specified in the focus form.
3. If the problem or concern is not satisfactorily addressed after implementing the focus form, then the candidate may be removed from student teaching depending on the nature and severity of the problem or concern including the candidate’s unwillingness or inability to comply.
4. At any time during a placement, the cooperating teacher has the right to have the candidate removed from the classroom setting if K-12 student progress is being negatively impacted. In such situations, the University need not comply with the previous three steps.
5. The recommendation to remove a candidate from the placement must come from the cooperating teacher, university supervisor, district administrator, program coordinator, or coordinator of the OSCP. The recommendation is sent to the Competency Review Team which is comprised of the university supervisor, the program coordinator*, the coordinator of the OSCP, and a SEPS representative appointed by the Dean. Please note that a candidate may be removed from a student teaching placement for the following reasons:
   • the cooperating teacher, school administration, or district personnel ask for the candidate to be removed from the student teaching placement.
   • the candidate requests to be removed from a placement with the understanding that another placement will not be available.
   • extended or frequent absences or repeated tardiness.
   • lack of daily lesson planning.
   • failure to adhere to the cooperating teacher or university supervisor’s instructions.
   • 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.
   • falsification of information or documentation.
   • failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
   • failure to demonstrate integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program for Teacher Certification.
   • conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of School of Education and Professional Studies.
   • Other due and sufficient cause.

6. The Competency Review Team will meet to discuss the problems or concerns. Data from the cooperating teacher, university supervisor, and other parties such as observation records, lesson plans, mid-term evaluation, previous focus form, and results from the previous focus form may be reviewed at this meeting. The team may request that the candidate attend the meeting. Based on the data provided, the Competency Review Team will make a recommendation regarding the candidate’s status in student teaching. This recommendation will be submitted to the Assistant Dean of Assessment and School-Community Partnerships who will make a recommendation to the Dean. The Dean makes the final decision.

Policies

Use of Teacher Candidates as Substitutes or Hires
Graduate and undergraduate teacher candidates may not serve as a substitute for the cooperating teacher or another teacher while she/he is student teaching. Although the teacher candidate may be performing most or all of the duties of the classroom teacher, a substitute teacher must be hired by the district even when the teacher candidate is taking over the class during the full-time take-over period. Additionally, the teacher candidate cannot be hired by the district in any capacity while student teaching.
Teacher Candidates Left Alone in the Classroom
At some point during the student teaching experience, the cooperating teacher may leave the room for a period of time. This should take place once the cooperating teacher feels the teacher candidate has demonstrated strong classroom management skills and has had an opportunity to successfully execute a lesson plan. However, the cooperating teacher should be readily available. **The teacher candidate should not be left alone for extended periods of time. The cooperating teacher is legally responsible for the classroom whether she or he is physically present or not.**

Teacher Candidate Absences
Teacher candidates are expected to maintain excellent attendance at their assigned placements. **When a teacher candidate is absent for more than two days, he/she must make up the time at the end of the student teaching placement, extending the last day past the official end date set by the Office of School-Community Partnerships.**

Teacher candidates should contact the classroom teacher as soon as possible as well as the supervisor when it is apparent an absence is necessary. If a teacher candidate is responsible for teaching a lesson on a day when he/she is absent, the teacher candidate must make the lesson plan(s) and the necessary materials available for the cooperating teacher to use to teach the lesson.

**Personal days will not be excused. Absences are excused only for illness or death in the immediate family or the observance of a religious holiday.**

Weather-Related Absences
Connecticut weather can be unpredictable. Teacher candidates are expected to follow the schedule of the district with regards to late opening, early dismissals and school closures for their teachers. While this information is posted on district websites and by news organizations, each school has specific procedures for communicating schedule changes. It is the responsibility of the teacher candidate to become aware of this information and relay it to the university supervisor as necessary.

If districts are closed due to weather for an extended period, a decision regarding making up the days missed will be made by the OSCP in conjunction with the Dean’s Office, taking into consideration certification regulations, to determine if the days must be made up. The OSCP will be in close communication, during such semesters, with teacher candidates, cooperating teachers and university supervisors.

Course Load During Student Teaching
Student teaching requires a full-time commitment. Prerequisite program courses must be satisfactorily completed prior to student teaching. During student teaching only those courses that are listed as concurrent requirements are permitted. Usually this is a one credit seminar that meets after the school day. **Teacher candidates may not take additional courses.**

Fingerprinting
All CCSU teacher candidates have been fingerprinted by CREC. When accepted for student teaching, a district may require a teacher candidate to be fingerprinted again prior to the start of the student teaching semester. In such cases, the teacher candidate must adhere to the district’s policy and is expected to pay for costs incurred. In addition, the school district may exercise their right to withdraw the placement should the print report disclose information not aligned with district’s policies.
Teacher Candidate: Goal Setting ~ WEEK 4

Name________________________________________________Supervisor____________________________________

Below list at least four goals that you would like to accomplish during the next four weeks. After each goal, briefly jot down some notes on how you might accomplish it.

1.________________________________________________________
2.________________________________________________________
3.________________________________________________________
4.________________________________________________________

Now set some long term goals. What do you hope to accomplish by the end of the semester? As you write each one, think about the steps that you will need to take to accomplish it.

1.________________________________________________________
2.________________________________________________________
3.________________________________________________________
4.________________________________________________________
Teacher Candidate: Goal Setting ~ WEEK 12

Name ___________________________ Supervisor __________ Date __________

Below list at least four goals that you would like to accomplish during the next four weeks. After each goal, briefly jot down some notes on how you might accomplish it.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________

Set at least 2 goals you hope to accomplish by the end of the semester. As you write each one, think about the steps that you will need to take to accomplish it.

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

4. ____________________________________________________________
Focus Form
Office of School-Community Partnerships ~ Central Connecticut State University
Teacher Candidate Support ~ Identified Areas of Focus

Teacher Candidate ____________________ Discipline ____________________
Cooperating Teacher ________________ School ____________________
University Supervisor ________________ Date ____________________

Identified Areas Needing Immediate Focus:

| ☐ Classroom Management | ☐ Lesson Planning |
| ☐ Lesson Implementation | ☐ Integrating Feedback |
| ☐ Professionalism | ☐ Other |

Specific Strategies to be implemented by the TC for areas marked above:

Area 1
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Area 2
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Area 3
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Support Strategies for the TC: (List below)

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________

Additional Observation by:
☐ University Supervisor
☐ Office of School-Community Partnerships
☐ Other

The areas of focus will be re-evaluated by (date) ____________________.

Next steps may include, but are not limited to:
☐ Additional Focused Support
☐ Student Teaching Contract
☐ Meeting with the Office of School-Community Partnerships and/or Teacher Education

The cooperating teacher may exercise his/her right to terminate the placement prior to the date listed above.
Student Teaching Contract
Central Connecticut State University
OFFICE OF SCHOOL-COMMUNITY PARTNERSHIPS
Teacher Candidate Improvement Plan

Focus - List the area(s) of concern:

Support - What supervision support is needed in order for the areas to be addressed?

Cooperating Teacher –

University Supervisor -

Teacher Candidate Responsibility - What steps must be taken by the teacher candidate in order to address the areas of concern and to what standard must the task be completed?

Timeline – Set due dates for specific tasks to be completed. This should not be longer than 2 weeks.

Next Step – When will the situation be reassessed?

Consequences – If the above areas are not met, what will occur? Ex: Set a new contract, removal from the placement, etc.

___________________   ______________________     ___________________            ____________
Teacher candidate     Supervisor                       Cooperating Teacher       Date

Copies to: Teacher candidate
           University Supervisor
           Cooperating Teacher

The cooperating teacher may exercise his/her right to terminate the placement at any time during the student teaching semester.
### Cooperating Teacher Feedback Form

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Teacher Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>Date</td>
</tr>
</tbody>
</table>

#### Teacher Candidate’s Progress ~ Please check the appropriate box.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Appropriate Progress</th>
<th>Some Progress</th>
<th>No Progress</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
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<tr>
<td>Instruction</td>
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<tr>
<td>Assessing and Adjusting</td>
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<tr>
<td>Communication</td>
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<td>Professionalism</td>
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<tr>
<td>Student Diversity</td>
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<td></td>
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<tr>
<td>Self-Evaluation and Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Comments**

Upcoming week’s responsibilities for teacher candidate (please feel free to bullet items)

**Additional comments**

Immediate Contact from the Supervisor Needed

---

**Note:** this form is available on the OSCP website [http://www.ccsu.edu/oscp](http://www.ccsu.edu/oscp) under the Cooperating Teacher heading
Classroom Observation Form

Teacher Candidate: ____________________
Date: _________________________________
Subject/Grade: _________________________
Cooperating Teacher/School: ____________________

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Suggestions:
**Observation Rubric Notes**  
**Date:** ___________

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Evidence from Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment:</strong> How effectively does the TC promote student engagement, independence, and interdependence in learning by facilitating a positive learning community?</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Planning:</strong> How well does the TC plan instruction in order to engage students in rigorous and relevant learning?</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction:</strong> How well does the TC implement instruction in order to engage students in rigorous and relevant learning?</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment:</strong> How does the TC use multiple measures to analyze student performance and to inform subsequent planning and instruction?</td>
<td></td>
</tr>
<tr>
<td><strong>Communication:</strong> How effectively does the TC communicate?</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism:</strong> How well does the TC maximize support for student learning by developing and demonstrating professionalism?</td>
<td></td>
</tr>
<tr>
<td><strong>Student Diversity:</strong> How does the TC recognize and value the diversity of all students?</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Evaluation/Reflection:</strong> In what ways does the TC engage in self-evaluation to improve instruction?</td>
<td></td>
</tr>
</tbody>
</table>
Post-Observation Conference questions/Reflection on Teaching

1. What was the purpose of your lesson?

2. What two(2) things did you see or hear that would suggest the students “got it”?
   a. 
   b. 

3. What two(2) things did you see or hear that would suggest your lesson was “in trouble”?
   a. 
   b. 

4. As you think about your lesson today and how it progressed, describe the aspects of your instruction that were most/least effective in helping students learn. What evidence supports your conclusion?

<table>
<thead>
<tr>
<th>Most effective/supporting evidence</th>
<th>Least effective/supporting evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. As you think about next steps for your students, what have you learned that will impact your thinking?

6. In our pre-conference, we focused on two (2) specific students. Describe each student’s performance relative to the lesson objective.

7.
The School of Education and Professional Studies, Office of School-Community Partnerships provides a stipend to cooperating teachers as a token of our appreciation for your participation. For the 2018-2019 academic year, the stipend is $250 for a full-semester placement. The stipend is $150 for an eight-week placement. Please provide the information requested below and return in the business reply envelope included. This form must be returned to our office within the first two weeks of the placement. All stipends are processed for payment at the middle and end of the student teaching semester; processing takes approximately 2 weeks. Please note: if we do not receive the form in a timely manner, it may not be possible to process payment.

Cooperating Teacher's Name: ________________________________

Home Address: Street: ________________________________

City: __________________ State: ______ Zip: ______

Email (for semester correspondence): ________________________________

Teacher candidate's Name: ________________________________

School to which assigned: ________________________________ Town: __________________

Subject area: __________________

If you are sharing a teacher candidate with another Cooperating Teacher, please indicate the percentage of the placement that the teacher candidate is assigned to your supervision. The portion of the stipend paid to you will be based on this percentage. The combined percentages reported should not exceed 100%.

Percentage of placement that teacher candidate is under supervision:

Name of other Cooperating Teacher: ________________________________

Home Address: Street: ________________________________

City: __________________ State: ______ Zip: ______

Social Security #: __________________

Thank you for your prompt attention to the completion and submission of this form.
Sincerely,
Lauren Tafrate, Coordinator, Office of School-Community Partnerships, School of Education and Professional Studies
NOTES:

**Contact Information**

*Teacher candidate*

Name ____________________________
Phone ___________________________
E-mail ___________________________

*University Supervisor*

Name ____________________________
Phone ___________________________
E-mail ___________________________

*Office of School-Community Partnerships*

Name – Lauren Tafrate, Coordinator
Phone – 860-832-2144
E-mail – ltafrate@ccsu.edu

OR

Name – Sue Ford
Phone – 860-832-2067
E-mail – Fords@ccsu.edu

OR

Name – Nancy Bracket
Phone – 860-832-2417
E-mail – bracket.nf@ccsu.edu