Quick Tips for Student Teaching

In the first weeks of student teaching, while you still have some “free time,” plan to work on these details. You will be grateful you've completed them prior to the end of the semester:

- **Get 3 or 4 copies of original transcripts** from each of the institutions you attended sent to you in a sealed and documented envelope. You will be able to use one set of transcripts to make copies for your job. You will use one set of transcripts to accompany your certification request. You will need the third set when you are offered a position in a district. You must wait to obtain your CCSU transcript until grades are posted at the end of the semester.

- **Sign up for Praxis II if not yet passed.** We recommend that you take the test near the end of the semester. This will give you adequate time to receive your test scores and have another opportunity in case you need to retake a test. You must have passing scores in hand before you apply for certification.

- **Apply for certification** and drop off your application to the certification office in the School of Education and Professional Studies. – Please see the “Steps to Certification” outline in the Professional Resources section of this handbook.

- **Obtain letters of recommendation** from teachers, administrators, or professionals in previous field experiences or related teaching experiences. You will need a set of letters of recommendation if you apply for a substitute position at the end of the semester. Don’t forget to follow-up with a thank-you note for the recommendation.

- **Revise an essay about education.** During previous semesters, you have written essays about education. Consider revising one of the essays and using it in your job portfolio.

- **Begin to prepare your job portfolio.** Pull out key pieces from other courses that seem relevant to your philosophy of education. Consider assignments this semester as opportunities for your job portfolio. Don't be confused as the word “portfolio” means different things to different instructors. Your job portfolio is a collection of your best and most original work that demonstrates who you are as a teacher. Often, this type of work is collected through the student teaching seminar you take while student teaching.

- **Buy or borrow a camera** you can keep on hand during your student teaching experience. Even though some districts do not allow you to take pictures of the faces of students, you can still capture learning. Pictures will enhance your portfolio and demonstrate how you actively engage students in the learning process.
This handbook serves as the syllabus for student teaching. Individual program areas may provide an additional syllabus.

This handbook is provided to teacher candidates for general information and guidance only. It does not constitute a contract; either expressed or implied, and is subject to revision at the University’s discretion. Teacher candidates should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

Taskstream
Beginning Fall of 2015, all students within the School of Education and Professional Studies and those in programs leading to teacher certification will be required to submit electronic evidences at various points in their training. Therefore, a Taskstream account is required for all students, including those in student teaching. It is the responsibility of the student to purchase a Taskstream subscription and to have that subscription activated by September 3, 2015. [https://www.taskstream.com/pub/](https://www.taskstream.com/pub/)

During the student teaching semester, you will submit lesson plans, unit plans, reflections, etc. within Taskstream. Your supervisor will assess your submissions within Taskstream. If your program area requires a portfolio, you will also be able to create this portfolio within Taskstream. Finally, your student teaching observations and mid-term and final evaluations will be housed within Taskstream.

Affirmative Action Policy
Central Connecticut State University is committed to a policy of non-discrimination, equal opportunity and affirmative action for all persons regardless of race, color, religious creed, sex, sexual orientation, age, national origin, marital or veteran status or disability, in accordance with state and federal laws. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community. The University’s affirmative action policy seeks to include persons of color, women, veterans and persons with disabilities in its educational programs and in all job groups of its work force. Further information is available from the Office of Diversity and Equity, located in Davidson Hall 102 (860-832-1653).
School of Education and Professional Studies
Contact Information

Michael Alfano, Dean..........................................................860-832-2101
Anne Pautz, Assistant Dean for Professional Programs and Certification ..........860-832-2125
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Lauren Tafrate, Interim Coordinator of School-Community Partnerships..........860-832-2144
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Introduction

Dear Teacher Candidate:

Welcome to a very exciting semester. We know that this semester will prove invaluable as you begin your student teaching and take another step towards a career as an educator.

Student teaching is the culminating experience in the teacher education program at Central Connecticut State University. It requires one to display the knowledge, skills, and dispositions about teaching and learning that have accrued through your planned program. Unlike other semesters, this one will require you to carefully manage your time and energy in ways that you have not yet experienced. As you will soon learn, the responsibilities of a teacher reach far beyond the start and end of a school day.

The success of the student teaching semester will depend on the cooperative efforts of many people. Our hope is that the teacher candidate, cooperating teacher, and the university supervisor will form a triad with closely connected goals – all resulting in a positive and memorable student teaching experience. Ideally, all participants work collaboratively in order to facilitate successful student learning. It is intended that the schools, the University, and the teacher candidate will benefit from this cooperative learning experience.

Read through the entire handbook to become familiar with the roles and responsibilities of all individuals. This handbook will be an invaluable resource throughout your student teaching experience.

Please know that the Office of School-Community Partnerships is only a phone call away. We encourage you to contact us at any time if we can be of any help to you.

Lauren Tafrate

Interim Coordinator, Office of School-Community Partnerships
Mission Statement

The Office of School-Community Partnerships (OSCP) supports the mission of the School of Education and Professional Studies in the preparation of professionals for the 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 practitioners in the profession;
- 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 professionals for service in diverse communities the OSCP 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 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.
**Professional Dispositions**

Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. The Progress Roster and Professional Dispositions Rubric were designed by CCSU faculty/teacher educators to provide candidates with formative feedback that supports their development as teacher candidates (TCs). At the end of each semester, all faculty teaching professional program courses, review each candidate’s overall progress in the program and his or her demonstration of appropriate professional dispositions.

Faculty assesses program progress and recommends Progress, Review, or Dismiss. If faculty indicates a concern by recommending Review or Dismiss, areas of concern are indicated that may include content knowledge, pedagogy skills, and dispositions. Candidates are also evaluated on professional dispositions, defined as habits of thinking and action evident in professional interactions with others. These include:

- Learning;
- Teaching;
- Professional Conduct;
- Interpersonal Relationships;
- Communication; and
- Self-Reflection.

Each disposition is evaluated using *Target* (exceeding expectations), *Acceptable* (meeting expectations) and *Unacceptable* (does not meet expectations for a TC at the current point in the program) criteria. Teacher Candidates receive formative feedback in the case that two or more faculty indicate concerns.

These expectations are embedded in the CCSU Teacher Candidate Evaluation and are addressed during the student teaching semester by the university supervisor and the cooperating teacher.
General Information

The Student Teaching Component—A Capstone Event

A key aspect in the Teacher Preparation Program is the student teaching component. Student teaching is a time to continue gaining knowledge 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.

Teacher Candidate Orientation

All teacher candidates meet for a mandatory half day orientation prior to the start of the semester. The orientation provides teacher candidates an excellent opportunity to be introduced to the expectations of student teaching.

Some Things to Know

- 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. Dormitory teacher candidates must arrange housing for periods of time when dormitories are closed. 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. Students 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.
- It is the responsibility of the teacher candidate to ask the cooperating teacher for evaluation conferences and suggestions for improvement on a regular basis. The university supervisor will facilitate this process, if requested to do so by the teacher candidate.
- 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. The final grade is submitted through the Banner system used by the university.
- On occasion, teacher candidates have been offered positions in districts starting before the end of the semester. However, the teacher candidate must complete his/her placement under the supervision of the cooperating teacher for the entire semester to successfully complete the professional program and to be recommended for certification.
Teacher candidates must attend a “Wrap Up” session one or two weeks before the end of the student teaching semester. This event takes place on campus from 2:00-4:00 p.m. Attendance is mandatory. The session includes information about certification, job seeking strategies and program evaluation. Please see the OSCP website for more information.

Length of Student Teaching Placement
The length of time a student 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 as well as in this handbook. Should a student require special considerations or accommodations 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.

<table>
<thead>
<tr>
<th>Elementary and Secondary</th>
<th>duration of the semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>All-Level</td>
<td>2 eight-week placements</td>
</tr>
<tr>
<td>Special Education</td>
<td>2 eight-week placements</td>
</tr>
</tbody>
</table>

The OSCP will indicate the length of placement required on our initial request.

Within this time frame, each teacher candidate is expected to assume the full teaching load of the cooperating teacher for an extended period of time. Please refer to the Full-time Student Teaching section in the handbook.

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. Students may not take additional courses.

Full-time Student Teaching Period
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
- Special Education: 2-3 weeks
- NK-12: 2 weeks for each 8-week period

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 students in secondary education, we ask that teacher candidates be responsible for no more than 3 preps. 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.

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 Candidates 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 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.

Absences are permitted only for serious reasons such as death in the family, serious illness, or for the observance of religious holidays. Holiday trips, doctor appointments, family functions, or job interviews are not considered excusable absences as the student teaching semester is part of a planned program.

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 a specific procedure 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.
Activities Outside of School
Because of the importance of the student teaching experience and the time commitment involved, teacher candidates are not permitted to take additional courses other than the required student teaching seminar. The OSCP checks student transcripts early in the semester. If a student has signed up for an additional course, he/she will be asked to drop the course immediately.

Preparation for teaching continues before and after the school day; therefore teacher candidates are strongly urged not to hold employment during the student teaching semester. If it becomes necessary for the teacher candidate to work, it is recommended that employment be on the weekends so as not to interfere with student teaching responsibilities.

If it is determined by the Coordinator of the OSCP and the supervisor that the teacher candidate’s employment is interfering with the student teaching responsibilities, the student teaching assignment may be terminated for the semester. Please refer to the section labeled, Student Teaching Difficulties.

Student Teaching Seminar
Most programs conduct a student teaching seminar that runs concurrently with student teaching. This is the only course a student may take during the student teaching semester. Although the specific objectives for the seminar may vary across programs, the main focus of the seminar is to reflect on the student teaching experience. Often, the instructor will have specific assignments to assist with this process. **It is an essential and required part of the student teaching experience.**
Calendar Fall 2015/Spring 2016

Fall 2015/Spring 2016
Student Teaching Calendar
(subject to change)

**Fall 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Teacher Candidate Orientation</td>
<td>Thursday, September 3</td>
</tr>
<tr>
<td></td>
<td>3:30 p.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>All-level</td>
<td>First 8 weeks</td>
</tr>
<tr>
<td></td>
<td>Second 8 weeks</td>
</tr>
<tr>
<td>All-level</td>
<td>August 31—October 23</td>
</tr>
<tr>
<td></td>
<td>October 26—December 18</td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td>August 31—December 18</td>
</tr>
</tbody>
</table>

**Student Teaching Wrap-up**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wednesday, December 16, 2:00 to 4:00</td>
</tr>
<tr>
<td></td>
<td>(snow date TBD)</td>
</tr>
</tbody>
</table>

**Spring 2016**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate Orientation</td>
<td>Thursday January 21</td>
</tr>
<tr>
<td></td>
<td>3:30 p.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>All-level</td>
<td>First 8 weeks</td>
</tr>
<tr>
<td></td>
<td>Second 8 weeks</td>
</tr>
<tr>
<td>All-level</td>
<td>January 19—March 11</td>
</tr>
<tr>
<td></td>
<td>March 14—May 13</td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td>January 19—May 13</td>
</tr>
</tbody>
</table>

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The Professional Teacher Candidate

Responsibilities of the Teacher Candidate as a Professional

The teacher candidate must:

- conduct himself/herself in a professional manner.
- be appropriately dressed and well-groomed at all times.
- become informed about the university student teaching policies and general policies of the cooperating school, and adhere to these policies (see Policy Statements section).
- regard as confidential any information he/she receives about pupils in the school.
- show respect for each pupil and take into consideration individual ability by being sympathetic and courteous to all pupils. He/she should inform himself/herself about individual differences that exist within the class group.
- be fair and impartial in his/her dealing with pupils.
- consider himself/herself a member of the community where he/she is teaching and act accordingly.
- be appreciative of criticism, seek suggestions, and put them into practice.
- develop lesson plans on a regular and timely basis. The form of these plans should be discussed with the cooperating teacher and university supervisor. Both daily and unit plans are necessary. **It is mandated that lesson plans will be turned in 2 days in advance to allow the cooperating teacher an opportunity to provide feedback.**

Suggestions for Success in Student Teaching

Student teaching is an important part of a teacher candidate’s educational preparation; therefore, it is recommended that you are mindful of the following suggestions:

**Be tactful**
- Remember, you are a teacher. With this assignment, you are expected to demonstrate professionalism and responsibility in working with students and other staff members.
- You are a guest in a school system. You should not try to change the way things are done at the school. Accept them and learn as much as possible by observing, asking meaningful questions, and continuing to reflect.

**Be punctual**
- Complete all assignments and obligations on time. Check with your cooperating teacher about the time you are expected at school in the morning. It is good practice to be at least 15 minutes early.

**Be involved**
- Student teaching is a full day’s responsibility. Show your interest and enthusiasm by remaining after school when appropriate to prepare plans for the next day’s activities or, possibly, work with clubs or other students.
- Introduce yourself into the culture of the school by assisting in co-curricular and extracurricular activities.

**Be responsible**
- In case you will be absent, notify, in advance, the principal of the school and/or the cooperating teacher as well as your university supervisor. Your cooperating teacher must have copies of your lesson plans so that learning is not interrupted for the students on the day you are absent.
- Absence should be only for serious reasons such as a death in the family or serious illness, or observance of a religious holiday. Reasons other than these must be discussed with the coordinator of
OSCP. The OSCP may extend your student teaching experience if your absences exceed two days for any reason.

- Student teaching comes first. Keep university extracurricular activities, other than the required courses, second. Delegate your responsibilities to others when you are student teaching.
- Don’t be afraid to ask your cooperating teacher for assistance. You are developing your skills as a teacher when you accept suggestions or ask for help.
- Do specific and detailed planning to meet your students’ needs. This will show that you have a sense of responsibility in meeting the needs of your students. At the same time, this gives you the confidence to do an effective job of teaching.
- When you complete your student teaching, it is appropriate to send a letter of appreciation to your cooperating teacher, principal of the school, and any other individual who has given you special assistance. Promptly return all books and other material that have been loaned to you.

Expectations for professional standards of appearance and behavior
A school is a professional environment. Teaching, as a public profession, is inherently a conservative profession. Teaching places a teacher candidate in the public eye at all times. Teacher candidates need to be aware of the image they present to the community.

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

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

Social Media Overview

Social media have become integral parts of our lives. While social media can support teaching and learning, social media pose several challenges for teacher candidates as they work with children and teenagers in K-12 schools. These challenges have the potential to create serious problems for you and possibly derail your future career. All personal social media sites should be password protected to the extent that there is no way students can “find you.”

The School of Education and Professional Studies teacher education programs have adopted the following policies to help you better understand and navigate these challenges.

Definitions
The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of current social media in this document.
Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes:

1. Social networking sites (ie. Facebook, LinkedIn, Google+, MySpace)
2. Blogs and micro-blogs (ie. Twitter, Tumblr)
3. Content-sharing sites (ie. Scribd, SlideShare, Google Docs)
4. Imagesharing and videosharing sites (ie. Flickr, YouTube, SnapChat, Instagram, Vine, Pinterest)
5. Texting

The Importance of Professional Conduct

According to *The Connecticut Code of Professional Responsibility for Educators*¹, “The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism.” As a teacher candidate in the School of Education and Professional Studies, your behavior and use of social media will be representing Central Connecticut State University as well as your chosen profession of teaching. Therefore, it is essential that you thoughtfully consider your responsibilities as a future educator as well as the perceptions of your students and colleagues in partner school districts. As you make decisions about your own use of social media both in and out of school, be respectful, honest, and accurate about the information you post on the Internet.

Inappropriate Social Media Use

While a policy or regulation cannot address every instance of inappropriate social media use, teacher candidates at the School of Education and Professional Studies placed in partnership schools must refrain from social media use that:

1. breaches professional boundaries between teacher candidates and K-12 students, including sharing personal beliefs, feelings, events, etc. with students regarding teachers candidates’ and/or students’ personal lives or lives outside of school;
2. has no clear relationship to classroom curriculum, instructional activities/tasks and/or student learning;
3. uses teacher candidates’ private or individual social networking tools/forums/pages, etc.;
4. interferes, disrupts or undermines the effective operation of the school district;
5. is used to engage in harassing, defamatory, obscene, abusive, discriminatory, or threatening or similarly inappropriate communications;
6. creates a hostile work or learning environment;
7. breaches confidentiality obligations of teacher candidates’ own and other candidates, students and/or school district employees;
8. violates the law, board policies and/or other school rules and regulations.

Rules Concerning District-Sponsored Social Media Activity

1. A teacher candidate must seek prior approval from their cooperating teacher and/or supervisor when his or her students use social media as an educational tool or in relation to extracurricular or district programs.

¹ Regulations of Connecticut State Agencies, Section 10-145d-400a
2. A teacher candidate may not link a district-sponsored social media page to any personal social media sites or sites not sponsored or approved by the school district.
3. A teacher candidate may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the school district in which they are working.

Rules Concerning Personal Social Media Activity
Teacher candidates are required to maintain appropriate professional boundaries with students, parents, and colleagues. For example, it is not appropriate for a teacher candidate to “friend” a student or his/her parent or guardian or otherwise establish special relationships with selected students through the use of social media. It is not appropriate for an employee to give students or parents access to personal postings unrelated to school.

Finally, remember that many of the students in your classrooms will look to you as role models and examples of appropriate conduct. Although you cannot control how others see you as a teacher, you do have it within your power to control the available information people will use to form these views. So, choose wisely about your use of social media and the content you share with others.

Violation of the social media policy may result in disciplinary action(s) determined on a case-by-case basis by the School of Education and Professional Studies and/or the placement setting. The School of Education and Professional Studies reserves the right to remove a student from the student teaching placement and professional program pending a review of the information. In some cases, the police may initiate and conduct an investigation separate of the School of Education and Professional Studies programs.

Appearance
Every school has expectations regarding the appearance of its faculty and staff. Teacher candidates are expected to meet or exceed the schools’ expectation of appearance. Teacher candidates are expected to dress professionally at all times in the schools. It is your responsibility to become familiar with the school’s expectations for faculty appearance and dress appropriately during the student teaching experience. Inappropriate appearance or dress may result in removal from the placement and can adversely affect continuation in the professional program.

Appropriate Clothing
1. Teacher candidates must wear clean, neat, and un-torn attire.
2. For women, dresses, skirts, pants, pantsuits, skorts, shirts, and blouses are suitable. All clothing should be modest and not excessively short, tight or revealing. Any shirt, blouse, or dress that covers the back and midriff and does not have a plunging neckline and is not see-through is acceptable. Footwear (shoes, boots, and sandals) should complement professional attire.
3. Suitable attire for men includes pants, collared shirts, shoes/boots, and socks. Ties are optional. Shirts are to be tucked, and buttoned. All clothing should be modest and not be excessively tight or revealing.
Appropriate Grooming
1. Personal hygiene is very important when working closely with students and with school employees. Odors or perfumes and fragrances should be avoided, particularly because of possible allergic reactions.
2. Hair should be clean and neat and facial hair must be trimmed and groomed.

Inappropriate Clothing
1. Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity are not permissible.
2. Any excessively tight or form-fitting article of clothing is not considered professional dress.
3. Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter-tops, low-cut garments, short shirts and flip-flops are considered inappropriate dress.
4. Tattered, frayed, ripped or excessively worn and faded clothing are not considered professional dress.
5. Transparent, translucent or sheer clothing may not be worn.
6. Clothing associated with gang activities including athletic jerseys and headgear which may be associated with gang affiliation are not permissible.
7. Clothing that bares any part of the mid-section, even if the mid-section is bared unintentionally is not acceptable.
8. Any portion of the teacher candidate’s underwear or under-garments shall not be visible at any time, even when bending or reaching up.
9. Earrings may be worn. Other pierced areas of the face or body not covered by clothing shall be left without any ring or stud. Other body decorations such as tattoos shall be completely covered to the extent possible while the teacher candidate is on school premises, or at a school activity.

The only exceptions to the above rules occur for those teacher candidates who are engaged in physical education or technology education activities which might require appropriate attire for specific applications.
(adapted from the Teacher Education website, Eastern New Mexico University, Portales, NM: http://www.enmu.edu/academics/undergrad/colleges/edtech/teacher-education/TEP%20dress%20code.htm)

Confidentiality
Teacher candidates are expected to regard all information concerning students as confidential.

Health Awareness Notice
In appreciation of the rise in the number of cases of Tuberculosis in Connecticut, we recommend that all candidates who are going to be placed in the community, be it for student teaching, internships or volunteer work, have a repeat Tuberculosis screening test within 6 months prior to your placement. This is a skin test called a “Mantoux” or “PPD,” which is available in the University Health Service (for a nominal fee) or at your own physician’s office. If you have any questions, please feel free to call the Health Service regarding any concerns at 832-1925.
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 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.

Who is a Cooperating Teacher?

A teacher who has completed the Connecticut State Department of Education’s Teacher Education and Mentoring (TEAM) program 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.

What is the Role of the Cooperating Teacher?

In order to impart both knowledge and experience to the teacher candidate, a cooperating teacher should:

- Get to know the teacher candidate as an individual.
- Facilitate the teacher candidate’s interactions with students from the first day.
- Schedule regular contact with the teacher candidate.
- Review all lesson plans at least 2 days in advance.
- Analyze instructional delivery.
- Discuss progress and set realistic goals.
- Brainstorm new ideas and methods to use when working with students.
- Discuss the curriculum being implemented.
- Talk about classroom management strategies that are being implemented in the classroom.
- Share expectations with the teacher candidate.
- Work closely with the university supervisor.
- Continue to expect the teacher candidate to assume a greater share of the planning and direct teaching responsibilities.
- Work collaboratively with the teacher candidate and the university supervisor to develop a smooth takeover plan to help ensure the teacher candidate’s success.
- Observe the teacher candidate and provide specific feedback to improve teaching and learning.
- Help acclimate the teacher candidate to the school and classroom and include the teacher candidate in all professional school and team meetings.

The University Supervisor

Who is a Supervisor?
A supervisor is the university representative who is responsible for supervising the 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 needs encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior.

What is the role of the University Supervisor?
- 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 the 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.

The Coordinator of the Office of School-Community Partnerships

What are the roles and responsibilities of the OSCP?
The coordinator of the Office of School-Community Partnerships is responsible for the placement of teacher candidates in public schools of Connecticut. Currently, the coordinator places elementary education students as well as certification candidates in art, music, physical education, technology education, science, mathematics, modern language, history/social studies, English, TESOL, and special education. Over 550 placements are required each academic year.
Starting Out

Introductory Phase of Student Teaching
The introductory phase of student teaching involves observation and teacher assistant activities. This phase will last a period of time commensurate with your readiness to assume teaching responsibilities. The cooperating teacher will add teaching periods to your schedule as your competence and confidence grow. A blank handout of the “Take-over Plan” has been included in the back of this handbook to organize a smooth transition.

Observation of your cooperating teacher in action during the introductory phase is an invaluable learning experience. Through observation, you can learn many strategies that will smooth your transition and increase your performance efficiency. Errors committed by the beginning teacher candidate could easily be avoided if careful study is made of the cooperating teacher's classroom procedures. (See Student Teaching Observation Lenses).

During periods of observation, the teacher candidate should consider the following:
- How the teacher develops rapport with students.
- How class standards are developed and maintained.
- How discipline is maintained and special cases are handled.
- How students share in planning and leadership.
- How the teacher communicates the purposes of the lesson.
- What motivating techniques/instructional materials are used.
- How the teacher uses questions and involves students.

Observation periods by the teacher candidate throughout the teaching assignment are helpful to evaluate performance.

The following activities are suggested during the introductory phase:
- Participate in team planning and organization.
- Assist in media-resource centers and arrange displays for teaching purposes.
- Assume tutorial assignments.
- Teach mini-lessons.
- Observe and discuss different teaching techniques with professional personnel.
- Utilize community resources, such as field trips and resource people.
- Participate in student government and co-curricular activities.
- Attend faculty, department, and/or Board of Education meetings.
- Prepare teaching materials and administer and correct assessments.

Preparing for your University Supervisor Visits

Your university supervisor will be observing you regularly throughout the semester to provide you with invaluable formative feedback to support your growth and development as a Connecticut educator. The OSCP requests that supervisors visit at least once every ten days. Typically, supervisors set specific dates and times that coordinate with your teaching schedule. Supervisors have the right to make unannounced visits as they deem appropriate. To help prepare for these important observations:
- 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 in the timeframe stipulated.
- Provide a hard copy of the lesson plan and related materials for the day of the observation.
- Have your lesson plan binder ready for your supervisor’s review. Be sure all materials are clearly labeled.
- Provide a workspace for the supervisor to sit during the observation.
- Discuss with the cooperating teacher how you will 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 you 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 a lesson 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. Below are two models you may want to try.

**Model One** – This looks like a typical observation. The teacher candidate videotapes the lesson while the supervisor is there. A post-observation conversation is not immediately conducted. Instead, the supervisor provides the teacher candidate with several focused prompts to use as the teacher candidate reviews the videotaped lesson independently. After reviewing the video and reflecting in writing on the given prompts, the teacher candidate and supervisor reflect. This may be done in person or in a phone conversation.

**Model Two** – The teacher candidate and supervisor agree on a date and time to meet to review a taped lesson. Prior to meeting, the teacher candidate plans, teaches and independently reviews the video. When the supervisor and teacher candidate meet, the teacher candidate shares insights gleaned from viewing the tape. Together they view the video and discuss areas identified by the teacher candidate.

**Student Teaching Takeover-Plan**
As a teacher candidate, you are 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. This is also an excellent time to have the teacher candidate observe other teachers and to assist the teacher in routine tasks.

The takeover of the classroom responsibilities should be gradual. Please refer to the 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. See the following pages for a sample of an appropriate “Take-over Plan.” A blank planning sheet can be found in the *Professional Resources* section of the Student Teaching Handbook.

**Establishing Communication**

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan with the cooperating teacher 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 to reflect on performance. It may be helpful to create a meeting agenda in order to use the time efficiently.

Some cooperating teachers and teacher candidates 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 the teacher candidate and the cooperating teacher.

In order to create the foundation for future communications and work together, the university supervisor will make contact with the teacher candidate and the cooperating teacher. This usually occurs before the first formal observation. The informal introduction provides an invaluable opportunity to convey expectations, answer questions, and exchange information regarding future communication.

**Observations**

The university supervisor makes a formal observation at least once every 10 days. During this time, the supervisor writes a report about the visit and makes recommendations for the next observation. If time and schedules permit, the cooperating teacher participates in the post observation conference. This enables the teacher to provide the supervisor with valuable insights as well as assist the teacher candidate with any suggestions made by the supervisor. A copy of the review is provided to the teacher candidate within 48 hours of the visit. Teacher observations, informal and formal, are also helpful.

**Suggestions for the Teacher Candidate's Introduction to Teaching Duties**

These activities include:

- Assisting with attendance to help in learning students' names.
- Working with small groups or individuals needing special help.
- Checking on supplies and equipment.
- Arranging displays, bulletin boards, or learning centers.
- Reading and helping correct sets of papers.
Helpful Hints for Takeover

- For secondary and all-level teacher candidates, start with the most accommodating class. After an initial positive experience with one group of students, you will feel better prepared to handle a more challenging class.
- For elementary teacher candidates, start with a content area with which you feel most confident.
- It is important that you discuss your lesson plans with your cooperating teacher. **All lesson plans are due 2 days in advance.** Once you have integrated the suggestions and changes into your lesson plan, take the time to discuss your new plan with your cooperating teacher.
- Continue to use the classroom structure that is in place. This includes classroom procedures and standards for behavior. As you take over more of the teaching, you may find it necessary to make some adjustments. Be sure to discuss this with your cooperating teacher.
- The takeover should be gradual. Be sure to plan for the takeover in a manner that is comfortable for both you and your cooperating teacher.
- Reflect daily on your lessons and set short-term goals. Keeping a journal is an excellent way to keep your thoughts together while at the same time seeing the progress you have made.
- Be sure to set up a weekly meeting time. Although you will talk with your cooperating teacher on a daily basis, it is important to have at least 30 minutes each week that is set aside to discuss upcoming lessons, student concerns, as well as concerns you may have regarding your own performance.

Co-Teaching Model

Traditionally, teacher candidates have slowly and deliberately worked with 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 applicable 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 candidates with a full and rigorous student teaching experience and allow the cooperating teacher to remain involved in the quality of learning experiences presented to students. The partnership allows the cooperating teacher to provide consistent mentoring, providing the teacher candidate with the time and support necessary to gain 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</td>
<td>Checking for understanding with small heterogeneous group of students</td>
</tr>
<tr>
<td>heterogeneous group of students</td>
<td></td>
</tr>
<tr>
<td>Circulating, providing one-on-one</td>
<td>Providing direct instruction to whole class</td>
</tr>
<tr>
<td>support as needed</td>
<td></td>
</tr>
<tr>
<td>Prepping half of the class for one</td>
<td>Prepping the other half of the class for the opposing side of the debate</td>
</tr>
<tr>
<td>side of a debate</td>
<td></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</td>
<td>Monitoring large group as they work on practice materials</td>
</tr>
<tr>
<td>small group</td>
<td></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</td>
<td>Proctoring a test silently with a group of students</td>
</tr>
<tr>
<td>students</td>
<td></td>
</tr>
<tr>
<td>Creating basic lesson plans for</td>
<td>Providing suggestions for modifications, accommodations, and activities for diverse learners</td>
</tr>
<tr>
<td>standards, objectives, and content</td>
<td></td>
</tr>
<tr>
<td>curriculum</td>
<td></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>

**Student Teaching Takeover Planning Sheet**

**SAMPLE Elementary and Secondary**

The teacher candidate can use this sheet to plan out what 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. 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>Responsibility</th>
<th>Preparation</th>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Elementary</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>• Correct and assess student work.</td>
</tr>
<tr>
<td></td>
<td>• Assist individual students.</td>
<td>• Assist individual students.</td>
<td>• Plan a bulletin board.</td>
</tr>
<tr>
<td></td>
<td>• Observe other classroom teachers.</td>
<td>• Become familiar with the curriculum for which you are responsible.</td>
<td>• Walk students to and from specials.</td>
</tr>
<tr>
<td></td>
<td>• Observe classroom routines.</td>
<td>• Observe other teachers in the discipline.</td>
<td>• Conduct morning and closing routines.</td>
</tr>
<tr>
<td></td>
<td>• Learn school policy and procedures.</td>
<td>• Assist with clerical routines.</td>
<td>• Become familiar with grading practices. Create a data collection binder or use 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>• Post 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>• Plan to teach one lesson a day. Discuss with CT as to topic/content area.</td>
</tr>
<tr>
<td></td>
<td>• Conduct morning and closing routines.</td>
<td>• Check students’ work.</td>
<td>• Begin planning Exit Portfolio by choosing content area/reviewing resources.</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></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue assisting individual students, teach small groups.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week</th>
<th>Responsibility:</th>
<th>Preparation</th>
<th>Preparation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue weeks’ 1 and 2 activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach one lesson/day.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach one period. If same content area, begin teaching second period.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>• Teach 1 or 2 lessons/day.</td>
<td>• Teach 2 periods of same content.</td>
<td>• Begin prep for new content area.</td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue with responsibilities from week 4.</td>
</tr>
<tr>
<td></td>
<td>• Fill out 4 week goal setting form.</td>
<td>• Continue work on exit portfolio.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• With the CT, choose a new content area to begin planning.</td>
<td>• Videotape lesson for self-reflection.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan when to videotape.</td>
<td>• Begin preparing for new content area to be taken over.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss content area for exit portfolio and begin related tasks.</td>
<td><strong>Secondary</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue previous work and responsibilities.</td>
<td>• Prepare for new content teaching responsibility.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Begin teaching 1 period of new content area.</td>
<td>• Continue with previous responsibilities and routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Begin prep for new content teaching responsibility.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>• Teach 2 or 3 lessons/day.</td>
<td>• Teach 2 periods of same content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Begin teaching 1 period of new content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue previous work and responsibilities.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>• Continue previous responsibilities and routines.</td>
<td>• Teach new period.</td>
<td>• Continue with previous responsibilities and routines.</td>
</tr>
<tr>
<td></td>
<td>• Teach 3 or 4 lessons daily.</td>
<td>• Continue with previous week’s teaching load.</td>
<td>• Begin preparing for new content area to be taken over.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue exit portfolio work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Begin preparing for new content area to be taken over.</td>
<td>• Continue previous responsibilities and routines.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue exit portfolio work.</td>
<td>• Begin prep for new content teaching responsibility.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continue previous responsibilities and routines.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td><strong>Responsibility:</strong></td>
<td><strong>Preparation</strong></td>
<td><strong>Preparation:</strong></td>
</tr>
<tr>
<td>------</td>
<td>---------------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7</td>
<td><strong>Elementary</strong>&lt;br&gt;• Teach new content area (~4 lessons daily).&lt;br&gt;• Continue with assumed teaching responsibilities.&lt;br&gt;• Continue with other previous responsibilities and routines.</td>
<td><strong>Secondary</strong>&lt;br&gt;• Add additional courses not yet taught.&lt;br&gt;• Continue with other assumed teaching responsibilities.&lt;br&gt;• Continue with other routines and responsibilities.</td>
<td><strong>Elementary</strong>&lt;br&gt;• Set up mid-term evaluation conference (week 8 with supervisor).&lt;br&gt;• Plan take-over of any additional content areas not yet taught.</td>
</tr>
<tr>
<td>8</td>
<td><strong>Elementary</strong>&lt;br&gt;• Participate in mid-term evaluation conference.&lt;br&gt;• Continue with previous responsibilities and routines.</td>
<td><strong>Secondary</strong>&lt;br&gt;• Participate in mid-term evaluation conference.&lt;br&gt;• Continue with previous responsibilities and routines.</td>
<td><strong>Full-time teaching</strong></td>
</tr>
<tr>
<td>9</td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
</tr>
<tr>
<td>10</td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
</tr>
<tr>
<td>11</td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Full-time teaching</strong></td>
</tr>
<tr>
<td>12</td>
<td><strong>Full-time teaching</strong>&lt;br&gt;• Fill out 12-week goal setting form</td>
<td><strong>Full-time teaching</strong></td>
<td><strong>Classroom teacher gradually takes back teaching responsibilities.</strong></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 candidate 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>Responsibility</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| 1    | • Observing students.  
     • Assisting individual students.  
     • Assisting with clerical routines.  
     • Researching and collecting materials for the curriculum you will be responsible for teaching.  
     • Observing classroom routines.  
     • Discussing cooperating teacher’s expectations for grading, record keeping and providing feedback to students. | • First take over class/grade level including lesson plans and materials needed.  
     • Correcting students’ work.  
     • Assisting with entering grades.  
     • Assisting with clerical routines.  
     • Continued work with individual students.  
     • Continued work with clerical routines.  
     • Assisting in all duties. |
| 2    | • Teaching of a specific class/grade level.  
     • Conducting routines (attendance, etc.).  
     • Assisting in all duties.  
     • Working with individual students. | • Takeover of one additional grade level/class including lesson plans and materials needed.  
     • Continued responsibilities from Week 2. |
| 3    | • Teaching of two classes/grade levels.  
     • Ongoing daily responsibilities. | • Takeover of one additional grade level/class including lesson plans and materials needed for a total of 3 grades/classes.  
     • Continued responsibilities from previous week.  
     • Set up mid-term evaluation with cooperating teacher, supervisor and teacher candidate. |
| 4    | • Teaching of three classes/grade levels.  
     • Ongoing daily responsibilities. | • Takeover of one additional grade level/class including lesson plans and materials needed for a total of 4 grades/classes.  
     • Continued responsibilities from previous week. |
| Mid-term Evaluation Done This Week | • Teaching of four classes/grade levels.  
     • Ongoing daily responsibilities. | • Takeover of one additional grade level/class including lesson plans and materials needed for a total of 5 grades/classes.  
     • Continued responsibilities from previous week. |
| 5    | • Full take-over of teaching load.  
     • Ongoing daily responsibilities. | • Continued lesson preparations including all materials and resources needed.  
     • Continued responsibilities from previous week. |
| 6    | • Full take-over of teaching load.  
     • Ongoing daily responsibilities. | • Continued lesson preparations including all materials and resources needed.  
     • Continued responsibilities from previous week.  
     • Set up final evaluation meeting with cooperating teacher, supervisor and teacher candidate. |
| 7    | • Finishing up units of teaching and return classes to the cooperating teacher(s). | • Returning all borrowed materials.  
     • Cleaning up and organizing work space.  
     • Entering final grades and/or returning corrected work.  
     • Debriefing with cooperating teacher regarding lessons for upcoming week if units are not completed. |
Ongoing activities:

- Attend PPT meetings, professional development workshops, parent-teacher conferences, and faculty and team meetings.
- Videotape regularly. Be sure to follow the school’s policy for videotaping.
- Reflect regularly. This should be done verbally as well as in writing.
- **Keep all lesson plans in a binder.** This should be accessible at all times for review by university faculty, building principal, department coordinator, cooperating teacher, etc.
- All lesson plans must be turned into the cooperating teacher 2 days in advance. Failure to do so will result in not teaching the lesson.

Evaluation (this section is from the Cooperating Teacher Handbook)

**Well-documented observations and evaluation reports are essential** during the student teaching experience. It is important that feedback to the teacher candidate is documented clearly. The written reports help the teacher candidate understand what specific changes should be made and what behaviors to consider in targeting specific areas of growth, and areas where more attention is needed. Ongoing evaluation and supportive documentation are essential during the student teaching experience. The cooperating teacher also plays a meaningful role in providing feedback and assessment as he/she has an opportunity to observe teaching first-hand every day.

It is understood that the university supervisor visits the school site at least once every other week and writes a report of the visit. This visit is documented through a report form that outlines specific behaviors the teacher candidate is demonstrating. Documentation for a visit is essential. Its content will include specific information regarding the teacher candidate’s planning, implementation, management, communication, and evaluation. The report should also include specific recommendations about what behaviors the teacher candidate needs to improve as well as specific praise about the lesson.

- 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.
- Remember the cooperating teacher helps 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 the Connecticut Common Core of Teaching.
- 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 validate 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.

The university supervisor is an essential member in the evaluation process. Informal discussion can occur bi-weekly when the university supervisor observes the teacher candidate. 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. Whenthe cooperating teacher 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, the cooperating teacher 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.

**Taskstream Requirement**

For each observation by the university supervisor, the teacher candidate is required to submit the lesson plan observed in Taskstream. A minimum of six lesson plans must be submitted to the Taskstream account. For each observation by the university supervisor, an observation “rubric” will be completed in Taskstream by the university supervisor. The university supervisor will also complete a mid-term and final evaluation in Taskstream.

Prior to the end of the student teaching semester, teacher candidates are required to submit the Exit Survey, Cooperating Teacher Survey and the University Supervisor Survey in Taskstream. These surveys must be completed prior to the Student Teacher Wrap Up at the end of the semester.

The following items must be completed in Taskstream in order for your final grade to be posted:

• 6 lesson plans (1 for each observation)
• Exit Survey
• Cooperating Teacher Survey
• University Supervisor Survey

**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.

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 requires 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.

**General Overview of the Indicators:**

**Target:** Consistently and independently meets expectations.

**Satisfactory:** At times, some support is needed to meet expectations.

**Developing:** Consistent support from the team is needed to meet expectations.

**Unsatisfactory:** Even with support, unable to meet expectations.

A preponderance of “target” with some “satisfactory” and **no** area of significant weakness **AND ALL NON-NEGOTIABLE AREAS MET** to achieve an A range grade (A or A-).

Mostly “satisfactory” with some “target” and with no more than one area of “developing”.

Mostly “satisfactory” with a significant number of “developing” and with no more than one “unsatisfactory”.

Note: To receive an A range grade (A or A-) the following items from the evaluation must be “target”: Expectations of Standards of Behavior (4); Monitoring of and Response to Student Behavior (5); Lesson Planning (9); Communication during Initiation (14); Communication during Closure (15); Knowledge of Content Areas (16); Maintaining Confidentiality (25); Use of Communication Technology (28); Continuous Self-evaluation (31); and Integration of Feedback (32).

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 Observation Lenses
As you watch your cooperating teacher, think about the prompts below and use them to gain a deeper understanding of that particular facet of effective teaching as you observe it in your school. By wearing a different lens each time you go to your placement, you will gain “a more comprehensive and detailed understanding of teaching and learning.” (Borich, 2008, p. 15)

A. Classroom Routine - (Details are important!)*
1. Starting procedures
   - What does the teacher do as students arrive in the classroom?
   - Does she/he have instructions on the board or activities for engagement?
   - How are class roll, lunch count, etc. conducted?
   - How does she/he move into the first lesson?
2. Distribution of materials
   - Are instructional materials ready for use?
   - What are student responsibilities regarding materials?
3. Restroom procedures
   - May students move freely to the restroom?
   - Are passes available to use under certain guidelines?
   - Must the teacher give permission before a student may be excused?
4. Lunch procedures
   - How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
   - How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?
5. Other “housekeeping tasks”
   - How are students guided in the upkeep of the room and learning materials?
   - How are students selected, instructed and held accountable for duties?

B. Record Keeping
1. Attendance
   - Are there any special codes used by the teacher?
   - Does she/he allow students to assist?
2. Grading (Watch carefully how the teacher grades papers – accuracy is a must!)
   - Does the teacher use different types of evaluation symbols? (e.g., 100%, √+)
   - How is the grade book set up? (tests in red ink, computer program, etc.)
   - How does she/he deal with participation grades?
3. Referrals
   - How are disciplinary actions and follow-up procedures handled?
   - How are other referrals (e.g., speech, counselor) handled?

C. Classroom Management (Influenced by school and individual teacher policies)
1. Discipline plan
   - What are the rules?
   - How were they chosen?
   - How are they enforced? (praise, consequences)
2. Tardy policy
• How is the policy enforced?
• What does the teacher/school feel are acceptable excuses for tardiness?

3. Seating arrangement
• How does the teacher determine seating? (alphabetical, discipline)
• Is there any flexibility? (Can they move at different times or do they need to stay in their seat for the entire period?)

4. Grouping
• Are students grouped for projects, reading, etc.?
• How does the teacher determine this grouping?

D. Teaching Procedures (Look for a sequence of events that allows the students to achieve objectives.)

1. Lesson
a) Introduction and teaching
• How is the purpose of the lesson set?
• How does the teacher motivate students' interest?
• How does the teacher relate lesson content to the students’ prior knowledge?
• What type of questioning is used to determine student understanding?
b) Student activities
• How are students monitored for degree of understanding?
• How does the teacher produce a smooth transition from teaching procedures to student practice?
• How are students kept on-task?
c) Enrichment/re-teach activities
• What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
• What modifications and re-teach opportunities are provided for those who have not mastered the objective?
d) Closure
• How does the teacher involve the students in a brief review of the lesson objective?
e) Evaluation
• How does the teacher evaluate whether the lesson’s goals were achieved?
• How does the teacher readjust the lesson if needed?

2. Homework/Make-up work/Late work/Tutorials
• How does the teacher grade homework?
• What is the policy for late work?
• What is the policy for students who have been absent?
• What is the policy for helping students before, during, or after school?

3. Transition techniques/Fillers
• What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
• If the teacher has extra time, how does he/she keep students involved, motivated, and on-task?

E. Student/Teacher Interaction and Management Techniques
• How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals)
• How does the teacher bring all students into the learning environment and keep them on-task?
• How does the teacher redirect off-task behaviors?
• What nonverbal signals are used?
• How are appropriate behaviors reinforced?
• How are students moved from whole group to small group and vice-versa?
• How is the classroom discipline plan implemented?

F. Parent/Teacher Interaction
• How does the teacher communicate expectations to parents?
• How does the teacher deal with problems or communicate praise to parents (how often, in what manner)?*

The nice thing about teamwork is that you always have others on your side”
- Margaret Carty


Compiled by Diane Graham in consultation with College Station and Bryan ISD teachers.
Lesson Planning and Taskstream Requirement

The skill of planning out a lesson takes time and practice. Therefore, teacher candidates are expected to appropriately plan every lesson they teach. Lesson plans must be submitted to the cooperating teacher two days prior to implementation. This time frame is used in order to provide 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.

Lesson plans must be kept in a three ring binder. University supervisors will be reviewing the lesson plans at the time of the observation. There is a section on the observation form for supervisors to indicate that they have reviewed the teacher candidate’s lesson plans.

The CCSU lesson plan template is included in this handbook and on the OSCP website. Students in secondary and k-12 placements may also be provided with a discipline specific lesson plan format.

Review all tests and instructional materials before they are administered. It is important that all materials are appropriately designed and error free. Your cooperating teacher may require that he/she review these materials several days before they will be used.

With the guidance of your cooperating teacher and university supervisor, try as many different teaching strategies and models as possible. Remember to use various models like cooperative learning or inquiry/problem solving and not rely on one model (Direct Instruction) for all lessons. Use all available...
technology to support learning. Remember that audio-visual materials and internet sites need to be previewed before they are shown in class.

All components of the lesson plan on the next pages must be included in all teacher candidate lesson plans.

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

**Taskstream Requirement**

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- Exit Survey
- Cooperating Teacher Survey
- University Supervisor Survey
CCSU Lesson Plan Template

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Grade Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Date:</td>
<td>Name of Lesson:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Core State Standard(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the intended learning outcome of this lesson? Be sure it is observable and includes clear criteria. Consider if there are students who will require an accommodation or modification to meet this lesson’s objective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationale for Objective: How does this lesson support previous and subsequent learning?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>State the specific strategy (ies) and tool(s) used to collect the data for each SLO (i.e., essays, projects, quizzes, exit slip, worksheet, etc.). Are there students who will require an accommodation or modification to this lesson’s assessment?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Learning Environment Focus</th>
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<tbody>
<tr>
<td>(i.e., standards of behavior, routines, procedures, group work, transitions, instructional arrangement, etc.). Explain specific needs.</td>
</tr>
<tr>
<td><strong>Instructional Model/Strategy</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td>(i.e., concept formation, concept development, direct instruction, cooperative learning, inquiry, discussion model). Explain how you will best facilitate student learning through a specific model of instruction. Be sure to include a rationale for the chosen model(s). You may use more than one:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials/Resources needed for this lesson</strong></th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th><strong>Daily Formative Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you check for understanding and student achievement during the lesson?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Differentiating Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you differentiate to meet the needs of your learners (i.e., what you teach, how you teach, or how you will assess). Explain:</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Initiation</strong></th>
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</thead>
<tbody>
<tr>
<td>Cite how you will engage and motivate learners, activate prior learning and present the lesson’s objective. Explain: A) What they will be doing and learning in the lesson; B) How they will demonstrate learning; C) Why it is important to their everyday lives.</td>
</tr>
</tbody>
</table>
Lesson Development
Cite how you will provide opportunities for the students to construct meaning. List the steps/process you will follow. Be sure to identify how you will check for understanding and collect formative data. Differentiate for students who will require an accommodation or modification in order to be active participants in this lesson and state these strategies in the differentiation section above.

Closure
How will you question students in order to evaluate if the objective(s) was met? How will you question students to connect this lesson to previous and subsequent lessons as well as connect to their own lives? How will you question students to see the relevancy of the lesson by understanding the purpose/importance of the learning?

Reflection on Practice
Student Achievement – Evaluate student learning based on collected data for each SLO for each group of learners. Identify how each group met the stated criteria in the SLO, including specific data for each SLO. Based on your analysis what would you continue or change about your teaching for the next lesson?

Common Core of Teaching Connection – Choose an attribute from an indicator from Domains 1-4. Choose an attribute that was effective in your lesson. What specific evidence from the lesson supports this? Choose an attribute that you would like to focus on. What specific evidence from the lesson supports the need to focus on the specific attribute? Suggest a strategy that you will try for the next lesson to address this need.
Lesson Planning Guide

Some things to think about as you design your lessons.

When planning a lesson using Standards Based Education (SBE), the format described below incorporates the components required to insure student success.

<table>
<thead>
<tr>
<th>I. Lesson Objective: what should students know and be able to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>• How are these objectives related to the big ideas/key concepts/essential understandings of the course?</td>
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<tr>
<td>• What new learning will occur in this lesson?</td>
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<table>
<thead>
<tr>
<th>II. How will I and they know when they are successful?</th>
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<tbody>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td>• What multiple forms of assessment including self-assessment can I use?</td>
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<tr>
<td>• What assessment will I use before, during, and after instruction?</td>
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<td>• How will students know the learning outcomes and the assessment criteria?</td>
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</table>

Task Analysis: what does a systematic analysis of the tasks reveal about the skills and processes that students need to successfully complete the task?

<table>
<thead>
<tr>
<th>Questions</th>
<th>Systematic Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is the task worth doing?</td>
<td>Possible strategies/materials</td>
</tr>
<tr>
<td>• Based on my diagnosis, what prior knowledge are individual students and groups of students bringing to the task?</td>
<td>• List prior skills and knowledge needed to be successful.</td>
</tr>
<tr>
<td>• How will I help students build on prior knowledge, but deal with misconceptions and reframe their thinking when appropriate?</td>
<td>• Identify key understandings.</td>
</tr>
<tr>
<td>• How will I differentiate for students who lack the prerequisite skills to do a task and for those who have already mastered the skills the task will teach?</td>
<td>• Identify which students have mastered skills (differentiation).</td>
</tr>
<tr>
<td></td>
<td>• Identify those who lack prerequisite skills.</td>
</tr>
<tr>
<td></td>
<td>• Identify misconceptions.</td>
</tr>
</tbody>
</table>
### III. Learning Experience: How will learners acquire new skills and/or information?

<table>
<thead>
<tr>
<th>Motivation/Framing the Learning Questions</th>
<th>Framing the Learning/Anticipatory Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How do I activate prior knowledge and make connections?</td>
<td>Possible strategies/materials</td>
</tr>
<tr>
<td>• How will I communicate standards, the learning process, assessment criteria, and the agenda and rationale for the lesson?</td>
<td>• Differentiating by interest</td>
</tr>
<tr>
<td>• How will the learning connect with students’ lives beyond the classroom?</td>
<td>• Think, Pair, Share</td>
</tr>
<tr>
<td></td>
<td>• Roundtable</td>
</tr>
<tr>
<td></td>
<td>• Four corners</td>
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<tr>
<td></td>
<td>• Agree/Disagree</td>
</tr>
<tr>
<td></td>
<td>• Essential Questions</td>
</tr>
<tr>
<td></td>
<td>• Know, Want to Know, Learn (KWL)</td>
</tr>
<tr>
<td></td>
<td>• Role Play</td>
</tr>
<tr>
<td></td>
<td>• Give one, get one</td>
</tr>
<tr>
<td></td>
<td>• Graffiti</td>
</tr>
</tbody>
</table>

### Input/Modeling/Practice Questions

<table>
<thead>
<tr>
<th>Instructional Strategies Possible strategies/materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Which learning activities will best ensure successful student acquisition of knowledge and skills?</td>
</tr>
<tr>
<td>• What resources/materials are needed in order to provide multiple pathways to learning?</td>
</tr>
<tr>
<td>• How am I differentiating learning experiences to meet the needs of all my students?</td>
</tr>
<tr>
<td>• How will I build in opportunities for students to make real world connections and use varied and complex thinking skills?</td>
</tr>
<tr>
<td>• Provide clear directions and expectations; model appropriate grammar</td>
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<tr>
<td>• Use appropriate discussion and a variety of questioning techniques</td>
</tr>
<tr>
<td>o Socratic seminar</td>
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<tr>
<td>o Literature circles</td>
</tr>
<tr>
<td>o Gallery walk</td>
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<tr>
<td>o Jigsaw</td>
</tr>
<tr>
<td>o Think, pair, share</td>
</tr>
<tr>
<td>o Debate</td>
</tr>
<tr>
<td>o 4 corners</td>
</tr>
<tr>
<td>o Didactic process</td>
</tr>
<tr>
<td>o Literal and inferential questions</td>
</tr>
<tr>
<td>• Present materials at appropriate level and pace, addressing all learning styles with a variety of modalities.</td>
</tr>
<tr>
<td>• Link learning with prior knowledge and experiences.</td>
</tr>
<tr>
<td>• Provide learning experiences for those students who have mastered the knowledge and skills.</td>
</tr>
<tr>
<td>• Provide examples and/or practice in real world applications.</td>
</tr>
<tr>
<td>• Provide feedback that is substantive, accurate and timely.</td>
</tr>
<tr>
<td>• Use a wide variety of instructional strategies and resources.</td>
</tr>
<tr>
<td>Check for Understanding Questions</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• How will I monitor and adjust to insure student learning?</td>
</tr>
<tr>
<td>• How will I respond when students don’t know?</td>
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<tr>
<td>• How will I respond when they do know?</td>
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<thead>
<tr>
<th>Closure Questions</th>
<th>Metacognition and Transfer Possible strategies/materials</th>
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<td>• How will students summarize their learning?</td>
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<td>Questions</td>
<td>Refine the learning experience</td>
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<td>Possible strategies/materials</td>
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<td>• Journal</td>
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<td>• Student reflection</td>
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Addressing Problems and Concerns

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, 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 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 Office of School-Community Partnerships 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. The recommendation to remove a candidate from the placement must come from the cooperating teacher, university supervisor, and coordinator of the Office of School-Community Partnerships. The recommendation is sent to the Competency Review Team which is comprised of the university supervisor, the program coordinator*, the coordinator of the Office of School-Community Partnership, and a SEPS representative appointed by the Dean.

5. The Competency Review Team will meet to discuss the problems or concerns. All 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 must 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 review all materials and make a recommendation to the Dean. The Dean has the final decision.

*The Department Chair will serve if there is no program coordinator.
**Removal from Student Teaching**

When such removal is the result of an unsuccessful internship experience, the candidate will not be given the option to begin a second assignment in another school that same semester. Grades for the internship will be issued according to university policy. The candidate may be permitted to repeat student teaching during a subsequent semester upon recommendation from the Competency Review Team. Candidates repeating student teaching must re-apply, complying with all deadlines as outlined in the Professional Program for Teacher Certification handbook. If removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements of the internship, the candidate may be denied a second opportunity.

Please note that at any time the cooperating teacher may exercise his or her right to have the candidate removed from the classroom setting if K-12 student progress is being negatively impacted. In such situations, the Competency Review Team will review the case and make a recommendation.

The OSCP has guidelines for addressing candidate issues that may arise during a Student Teaching placement. Candidates must successfully complete the student teaching assignment to earn a passing grade in Student Teaching. Once a candidate has been removed from the student teaching placement, the OSCP will work with the candidate and university supervisor to determine all options available to the candidate. 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 preparation to teach.
- failure to adhere to the cooperating teacher or university supervisor’s instructions.
- failure to show adequate professional development, indicating failing of the student teaching course.
- 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.

**The candidate has the right to appeal the decision.**
At any time during the above process, if a teacher candidate is unable to meet the expectations, the teacher candidate may self-withdraw (see university calendar for specific dates) or in some cases will be removed from student teaching.

During the above process, the teacher candidate will not visit or contact student teaching sites or cooperating teachers once removed from the placement without express written permission of the program coordinator, department chair, and representative of the field site.

Policy Statements

Policy Regarding Withdrawal or Removal from Student Teaching
Students may withdraw from student teaching (EDEL 430, EDSC 412, 414, 415, 417, 419, 420, 421, 428, 429, 435) with the consent of the university supervisor and the Coordinator of the Office of School-Community Partnerships by filing a “Request to Withdraw from Courses” form with requisite signatures. Teacher candidates who withdraw from student teaching after the placement has commenced will not be eligible for a second student teaching placement within that semester. Furthermore, a request to repeat student teaching in another school setting may be granted at the discretion and consent of the chair of the relevant department and/or program coordinator and the Coordinator of the Office of School-Community Partnerships. The decision will be based on the reasons for the withdrawal from the original student teaching placement and the timing and availability of alternative student teaching placements.

It is important to note that if a teacher candidate is removed from a placement or asked to leave by the cooperating teacher, a new assignment will not be secured for that semester.

Policy on School Calendars and Teaching Dates
Teacher candidates will adhere to the school district’s calendars during the student teaching semester as well as the hours of the school day. Teacher candidates may not leave early for commitments including work or coaching responsibilities.

Policy Regarding School Placements
Teacher candidates will be placed in Connecticut public schools and approved agencies/programs that serve special education students. Specific school requests are discouraged. Students may not request placements in specific districts nor make individual contacts. All placements are done in concert with District Facilitators and the OSCP. While location is a consideration, the primary concern is to make placements that provide teacher candidates the opportunity to develop professionally. Teacher candidates do have a right to refuse a student teaching placement. If a teacher candidate refuses a placement, the OSCP will make a good faith effort to find an alternate placement once all other placements have been secured. The OSCP is under no obligation to find another placement that semester. Teacher candidates who refuse a placement may need to reapply for student teaching the following semester.

Policy on 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. Teacher candidates may not take additional courses.
Policy for Student Teaching Eligibility – Incompletes and Low Grades

Low grades
The grade earned in any Professional Program course, or any course required by the respective major field of study, must be a C or better. Transcripts are checked at the end of the semester before student teaching. If a grade of C- or lower is posted, the OSCP will cancel the placement seven days after the grade posting period closes. The prospective teacher candidate will then need to re-apply when a satisfactory grade is earned in the course. This includes any grade change made during the grade appeal process (appeals process posted on SEPS website).

Incomplete grades posted prior to the semester of student teaching
Any incompletes posted prior to the semester of student teaching must be completed **two weeks before the first day of student teaching**. Failure to do so will result in cancellation of the placement by the OSCP; the candidate will need to re-apply for the subsequent semester. Acceptable documentation may include an e-mail from the instructor or a note on university letterhead. The grade earned must meet all program requirements. All questions regarding the above should be directed to the Coordinator of OSCP.

Policy on Attendance
Teacher candidates are expected to attend an orientation prior to their placement. Teacher candidates are expected to maintain excellent attendance at their assigned placements. When a teacher candidate is absent for more than two days, the university supervisor and the cooperating teacher may decide to extend the student teaching period. 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.

Policy on the Use of Teacher Candidates as Substitutes
Graduate and undergraduates 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.

Policy on Strikes and Other Job Actions in Schools as They Affect Central Connecticut State University Teacher Candidate
In the case of a strike, teacher candidates are to report immediately to the Coordinator of School-Community Partnerships.

In other instances, such as a riot or job action, the Coordinator of School-Community Partnerships is authorized to make decisions concerning the withdrawal of teacher candidates from situations that prohibit the completion of the total student teaching experience. The Coordinator will consult with chairpersons of affected departments and the Dean of the School of Education and Professional Studies prior to making decisions affecting the withdrawal of teacher candidates.

If a strike is prolonged, the teacher candidate may be transferred to another school. The purpose of asking teacher candidates to stay out during a strike is to maintain individual and university neutrality because we
are guests in the schools. In job actions short of a strike, the teacher candidate is expected to contact his or her supervisor for advice.
CCSU Professional Program for Teacher Certification Fingerprinting and Criminal Background Policy

Fingerprinting Requirement
Connecticut and Federal laws require that school districts review criminal background reports on education students participating in field experiences in schools. The State Department of Education has mandated that all candidates admitted to the Professional Program for Teacher Certification and participating in field experiences complete a fingerprint-based national criminal background check before beginning field experiences, including student teaching. In addition, the State Department of Education conducts periodic criminal background reviews of all certified teachers.

CCSU requires Professional Program candidates to submit proof of fingerprinting before beginning any field experiences involving public school students. CCSU only facilitates and monitors candidate fingerprinting. CCSU does not receive the criminal background reports. The Assistant Dean will maintain records of candidate completion of fingerprinting in the Professional Education database. CCSU is not responsible for the actual fingerprinting, or obtaining and distributing the criminal background reports to school districts. The State Department of Education or school districts notify CCSU if there is an issue on a candidate’s criminal background report. Each school district determines its own policy for accepting those candidates with background issues for placement in field experiences.

It may not be possible to locate appropriate field experience placements, including student teaching, for candidates who fail the criminal background check. The University is not responsible if a candidate is unable to complete his or her chosen degree or certification program.

Completing Fingerprinting and Criminal Background Report
The Regional Education Service Centers (RESCS) are designated to provide the fingerprinting service and obtain the background checks for public schools. The Capitol Region Education Council (CREC) is the RESC that conducts the background checks for CCSU candidates. Candidates are responsible for arranging to be fingerprinted and for all costs associated with the fingerprinting and background report.

It is the candidate’s responsibility to ensure that the background report is received by the school district where they are placed. CREC automatically distributes the background reports to the districts it serves. Candidates who have fingerprinting completed through a RESC other than CREC are responsible for having the report sent to the school district where they are placed. Candidates placed in a non-CREC district must have CREC send the report to the school district.
**Duration of Criminal Background Report**
Professional Program candidates will submit proof of completing fingerprinting before their first field experience. The fingerprinting will be acceptable for three years from the date of the background report, or for the duration set by RESC and School District policies. Special Education and DSAP candidates submitting proof of employment must submit a new statement of employment each year.

Candidates should take a copy of the fingerprint or payment receipt to placement sites each semester in case districts/schools request this information.

**Errors in the Background Report**
CCSU is not responsible for the information contained in the background report. If the candidate believes there is an error in the background report, they should contact the RESC or other agency that completed the fingerprinting and ask for their procedure for contesting the information in the background report.

If the candidate has had an expungement, and/or an order setting aside, sealing of a record of conviction or conditional discharge, including accelerated rehabilitation, it is the candidate’s responsibility to verify with the court directly involved that the expungement, setting aside, or sealing has actually taken place.

**Placements for Candidates with Background Issues**
A candidate may be denied or removed from a placement by a school district due to incidents on the background report. CCSU will attempt to place students with incidents, but it may not be possible to locate appropriate placements. Candidates who fail to pass the background check may be unable to complete their chosen degree or certification program at Central Connecticut State University. The University is not responsible for a student’s inability to complete their chosen degree or certification program.
Steps To Certification

1. **Degrees:** If you will be receiving a Bachelor’s degree, be sure you have applied for graduation and completed all necessary paperwork with the Registrar’s Office. You will not receive your degree unless you apply to graduate. See the CCSU catalog for detailed information. Post-Baccalaureate students do not receive a degree.

2. **Coursework:** Complete all course requirements (general education, content/major area courses, professional education courses) and your student teaching or internship.

3. **Testing:** CCSU must have passing scores on all required tests before the CCSU Certification Officer can sign the application form. See the State Department of Education (SDE) website [http://www.ct.gov/sde/cert](http://www.ct.gov/sde/cert) for assessment requirements. When registering for tests, be sure to request that CCSU receive the scores.

4. **Application Form:** Complete the ED170-A Short Form Application for Connecticut Initial Educator Certificate. Directions for downloading the form are included with these instructions.

**Complete Page One**
- Follow all State instructions carefully; print clearly in blue ink.
- Provide personal information as requested. Please include your social security number, though it is optional, so the SDE can find your test scores.
- List the name of the institution awarding your Bachelor’s degree, even if you are a Post-Baccalaureate student. Do not list the degree or major itself.
- Answer the criminal history questions. If you have any convictions, provide the requested documentation.
- Sign and date your application.

**Complete Page Two**
Complete page 2 through item number 2.

1a. – Enter the appropriate certification endorsement code. Enter one certification code only. If seeking a second certification cross-endorsement, see *Additional Endorsement Box* below.

1c. to 1d. –List your student teaching information, including placement, grade, subject and the month and year of placement dates. Elementary and Secondary students whose programs have one student teaching placement, complete 1c only. PK-12 students whose programs have two placements complete both 1c. and 1d.

1e. – **DSAP students** enter where you have been teaching and were observed for EDSC 582 or SPED 582.

2 – Subject Area Major:
- Secondary and PK/K-12 certification indicate content area or major (math, English, music, etc.).
- Elementary Education certification indicate academic or subject major (English, math, etc.). DO NOT PUT ELEMENTARY EDUCATION as the subject.

3 to 5 – Do not complete. The CCSU Certification Officer will complete the rest of the form.
Additional Endorsement Box – We recommend applying for cross-endorsements separately at a later date to avoid delay in processing by the SDE. Apply for an additional certification (cross-endorsement) at this time by completing the box at the bottom of page two. You must pay the additional fee and have official transcripts submitted to the SDE for evaluation for the cross-endorsement.

5. Submit Form to CCSU Certification Officer: Submit the application to the School of Education and Professional Studies Assistant Dean for Professional Programs and Certification Officer, room 203.0000 Barnard Hall. If you requested that CCSU receive your Praxis II scores, we will have them on file. If you are getting certification in French, German, Italian, or Spanish, attach a copy of your ACTFL scores. Do NOT submit the money order for the application fees. Submit the application in the last month of student teaching or classes for your program, or any time after you have completed all classes or graduated.

The Assistant Dean verifies that all certification requirements have been met, completes the recommendation, and signs/seals the form. Note: the application cannot be signed until the grades and degree are posted to the transcript and passing test scores have been received.

6. CCSU Certification Officer Returns the Form: The application is mailed back to you with instructions for submitting the form and the required fees and transcripts, to the SDE’s Bureau of Educator Preparation and Certification in Hartford. They will issue the certification.

7. SDE Audits: The SDE randomly audits 10% of all CCSU applications. This audit is routine and does not indicate a problem with the certification. The SDE will notify you if you are audited.

Transcripts
Do not submit transcripts to the CCSU Certification Officer. Request official transcripts from all institutions you have attended and have them sent to your home. Leave them sealed. You will submit them to the SDE with your application. It is your responsibility to request CCSU transcripts from the CCSU registrar’s office.

When to Submit to the CCSU Certification Officer
You may submit the certification application materials during the last month of or after the semester in which you finish your program. Undergraduate student applications cannot be signed until the Bachelors degree is posted to the transcripts. Graduate student applications cannot be signed until final grades are posted to the transcripts. Applications take two to three weeks to process AFTER undergraduate degrees or graduate grades are posted to the transcripts.

When to Submit the Form to the SDE
Do not mail the form to the SDE until the CCSU Certification Officer has signed it. We will return it to you with instructions for submitting it to the SDE. Do not buy your money order, bank draft, cashier’s check, or certified bank check until after the CCSU Certification Officer returns the form to you! You will send the form, your fees and transcripts together to the SDE.

Downloading the ED 170A Form If Needed
- Go to the SDE Bureau of Educator Standards and Certification web page: http://www.ct.gov/sde/cert
- Select link to Forms and Fees from the menu.
• Select link to form ED 170A Short Form Application for Connecticut Initial Educator Certificate
• Download and print the form and instructions (4 pages). **Print the form on standard (16 or 20#) white paper.**

If you have questions, contact:
Dr. Anne Pautz
Assistant Dean for Professional Programs/Certification Officer,
School of Education and Professional Studies
203 000 Barnard Hall
Phone: 860-832-2125

**Connecticut Certification Test Requirements**
Information about State of Connecticut testing requirements for the certification programs offered by CCSU can be found at [http://www.ct.gov/sde/cert](http://www.ct.gov/sde/cert) under Assessments. If you test at a center located in Connecticut your score(s) will be automatically released to the Connecticut State Department of Education. However, please note that the score may not be accepted unless your correct social security number appears on the score report.

All tests must be passed before the certification application can be signed by CCSU. If CCSU does not have your scores on file, you are responsible for furnishing a copy of the score report to the Assistant Dean for Professional Programs, even if you previously requested that the scores be sent to CCSU. Information about test preparation and registration can be found at [www.ETS.org/Praxis](http://www.ETS.org/Praxis) for Praxis tests, Connecticut Foundations of Reading Tests at [http://www.ct.nesinc.com/index.asp](http://www.ct.nesinc.com/index.asp), and ACTFL tests at [www.languagetesting.com](http://www.languagetesting.com)

When the score report is ready, the testing companies will notify you by email. Scores will be available on-line for a limited time. Be sure to download and save the scores as soon as they are available. The testing companies charge an additional fee if you need to get a copy of the scores after they have been removed from the website.
Professional Resources

Response to Intervention (RTI)
In Connecticut it is called Scientific Research-Based Interventions (SRBI)

Goal: USING DATA TO IMPROVE OUTCOMES FOR STUDENTS

Historical Information

Schools must follow clearly defined expectations in the education of diverse groups of learners. These Federal mandates are outlined in No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

The goal of the above legislation is to “ensure the academic growth and achievement of all students regardless of their race, ethnicity, fluency in English, disability or socioeconomic status.”

To best support the success of students, general as well as special education, research-based interventions in the general education setting are being utilized. RTI involves providing scientific, research-based instruction and intervention matched to student needs, with important educational decisions based on students’ levels of performance and learning rates over time. Rather than limiting the provision of instructional and social/behavioral supports for those students classified under a particular label or program, supports are provided to all students, based on individual needs.

What is it?
Response to Intervention (RTI) is a multi-tier approach to identify and support students with learning and behavior needs. The RTI process begins with high-quality instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

What does RTI mean to YOU?

Effective Educational Practices for All
• “RTI is the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals and applying child response data to important educational decisions. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by
High quality instruction: Using district recommended curriculum, teaching grade-level GLE, adapting to student needs, differentiating instruction, or mobile-flexible groupings of students.

Intervention matched to student need: Student is assessed and instruction is matched.

Monitoring progress: Students are given assessments using a tool such as DIBELS

Applying child response data to important educational decisions: Teams meet to make decisions regarding interventions, strategies, and classroom grouping

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed 8 weeks. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.
It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RTI services, schools use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RTI to best serve the needs of its students, in every case RTI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

Sources:
http://www.ctserc.org/rti/ctdirections/
http://www.rtinetwork.org/Learn/What/ar/WhatIsRTI
Models of Teaching

Concept Attainment: (Inductive/examples to rule)
Suitable content/objective: concepts that have clear, critical attributes
Phases:
Preparation: Select concept; write comprehensible definition of the concept; select the attributes of the concept; develop positive and negative examples.
Lesson Implementation:
1. **Introduce the process to the students** by explaining the activity as game/mystery/secret, etc. with the purpose that students will figure out what is essential and develop a definition (concept may or may not be named at this point). Explain that their ideas about essential features will be written down and ideas will be added or crossed out as they change.
2. **Present the examples and non-examples and list the attributes.** Use two columns (yes and no, example and non-example, or positive and negative beginning with a positive example). List all attributes that the students see in the example (there are no wrong answers). Give another positive example. Modify list as needed. (Don't erase - cross out for future reference.) Give a negative example, reminding them that it may have some positive features but not all of them. Adjust the list. Clarify terms as needed so all understand. Continue with examples and non-examples until list of attributes is quite complete.
3. **Develop a concept definition with the children,** using the attribute list they have developed. Be patient.
4. **Give additional examples** (positive and negative) to see if they can correctly identify them using their definition.
5. **Discuss the process with the class** having kids share which examples helped them understand how this thinking can be useful, etc.
6. **Evaluate** to be sure each student retains and applies the definition.

Concept Development
Suitable content/objective: useful in expanding and refining concepts that learners have some prior knowledge of; can be used to teach paragraph unity in writing; useful in building thinking skills (most effective if used several times per year); can be used to examine key idea before or after reading.
Phases:
Preparation: Need a lot of space available to write items and groupings where students can see them. Teacher serves as recorder and facilitator.
1. **Students list as many items as possible that are associated with the subject,** drawing on their own experience or material they have studied. Write items on board. Push students to name specific items (black cat) rather than name groups (scary things). Seek a comprehensive list. Involve all students. This often resembles brainstorming. You may want to use a kitchen timer.
2. **Group the items so that they are alike in some way.** Ask students to group items on basis of similarity. Elicit several different groupings from students and list the groupings of items on the board. Push for different ways to group.
3. **Label the groups by defining the reasons for the grouping.** Have students label the groups and explain the reasons for their choices, identifying common characteristics of items. Push for explanations of reasoning and clarifications as needed.
4. **Regroup or subsume individual items or whole groups under other groups** stating different or additional relationships. These should move from very obvious ways of grouping to less obvious and more complex, as more ideas are shared.
5. **Synthesize the information** by summarizing the data and forming generalizations. Ask students to look at all groups and labels and try to make a generalized statement about the topic in one
sentence. Remind them to consider all groupings.
6. **Evaluate** students’ progress by assessing their ability to generate a wide variety of items and to group these items flexibly.

**Discussion**

Suitable content/objective: when there is more than one right answer; when considering multiple points of view; when it will help understanding.

**Phases:**

**Preparation:** Select and read material and prepare questions (factual, interpretive and evaluative); develop 2 or 3 clusters of questions (identify basic questions that are broad and raise an issue; identify cluster questions that develop the issue raised by the basic question); and plan sequence (basic question, cluster questions, reiteration of basic question).

**Lesson Implementation:**

1. **Introduce the model to students.** Use questions to ask students what they think they should learn in school and identify the benefits of discussion. Introduce discussion process and rules for discussion participation; assign reading. Students need to read material at least twice prior to discussion.
2. **Conduct the discussion maintaining as nondirective a role as possible.** Encourage careful listening. Ask follow-up questions that force students to cite specifics in reading to support their reasoning. Use wait time after student responses to encourage peer interaction.
3. **Review the process and summarize students' observations.** Ask students to review main points of interest and ideas that impressed them. Discuss the value of different perspectives and encourage students to discuss how/if their thinking changed. May have some written responses at this point.
4. **Evaluate the discussion (optional).** Review the direction of discussion, students participation and caliber of contributions. Taping the discussion is often valuable.

**Direct Instruction**

Suitable content/objective: skills that can be broken down into small, discrete, sequential segments; material that requires drill and practice or memorization (the model is characterized by relatively brief instructional periods followed by practice until material has been mastered)

**Phases:**

**Preparation:** Analyze and sequence content to be taught (task analysis)

**Lesson Implementation:**

1. **Review** previously learned material.
2. **State objectives** for the lesson in student-friendly language.
3. **Present new material** with emphasis on teacher modeling, demonstration or explanation; clear and detailed instruction and explanation: frequent examples, questions and corrective feedback.
4. **Guided practice with corrective feedback** in which the teacher controls the process, monitoring group and individual performance using questions and error correction.
5. Teacher, to ensure that students are not practicing errors, carefully **monitors independent practice with corrective feedback**; often teacher allows students to self-correct.

**Inquiry, Discovery or Problem-Based Learning** (a group of models that promote higher-level thinking)

Suitable Content/Objectives: situations in which students can actively manipulate information, raise questions and develop and consider explanations.

**Phases:**

**Preparation:** Teacher selects a problem or puzzling situation of interest to students and conducts research to prepare data sheet to use during questioning periods. The teacher decides what information will be given to students at the start and what might be given if class has difficulty. The teacher develops problem statement sheets.
Lesson Implementation:

1. **Introduce process and present the problem.** Share process rules with class (students may ask question only when called on; students may talk only in caucus periods; questions must be phrased so teacher can answer with yes or no; student may ask questions as long as questions are receiving a “yes” response from teacher). Read the problem aloud and distribute problem statement sheets to students. Explain anything that is unclear.

2. **Gather data.** Teacher answers yes/no questions. Answers are recorded either on board or on students' data sheets. Students may call for a caucus during this time.

3. **Develop a theory and verify.** When student poses a theory, stop questioning and write theory on board. Direct students to caucus and develop questions for teacher related to proving or disproving theory. Take questions and then have students either accept or reject the theory. Caucus again. Process of theory continues until a theory is accepted as a tentative solution.

4. **State the rules and explain the theory.** Lead students in a discussion to explain and apply theory. If it proves ineffective, return to # 3.

5. **Analyze the process.** Students review the process and look for ways to expedite it by analyzing their questions.

6. **Evaluate** to be sure students understand the theory and can generalize it to other situations.

**Cooperative Learning** (a set of instructional strategies that includes student-to-student interaction over subject matter as an integral part of the learning process)

Suitable Content/Objectives: Strategies are available for almost any type of content but particular strategy must match nature of content, task and group to be productive.

**Key Characteristics:** Effective use of cooperative learning requires:

- teams typically formed of 2 or 4 heterogeneous students
- cooperative structure for task and rewards
- will and skills to cooperate
- arrangement of environment to facilitate cooperative work.
- strong emphasis on simultaneous interaction, positive interdependence, individual accountability and equal participation
Basic Classroom Management Guidelines

1. Plan lessons that are well organized and fully developed. Show all the components of the teaching/learning cycle using a variety of strategies and activities that reflect multiple learning styles.
2. Be orderly by having a good room arrangement, a traffic area free of congestion, a professional space and an attractive environment. Keep the students visible to the teacher and instructional presentation visible to students.
3. Be motivated, enthusiastic, interested, and well informed about what you are teaching. This is catching. If you sound bored with the materials, the students will be, too.
4. Give clear, explicit instruction of expectations before moving students to activities. Check for understanding to make sure everyone knows what is expected. Start seatwork as a group or under close supervision; provide a model.
5. Keep students actively engaged in all parts of the lesson. It gives them less opportunity or reason to be off-task.
6. Choose nonverbal over verbal communication when redirecting individual off-task behaviors.
7. Monitor your class constantly and redirect inappropriate behaviors promptly.
   ♦ watch the whole class for inappropriate behavior, appropriate materials on desk, failure to follow directions, signs of confusion, etc. SCAN THE ROOM OFTEN especially during presentation of lesson.
   ♦ move around the room as much as possible.
   ♦ provide a model; use prompts.
   ♦ look for opportunities to praise students for appropriate behavior.
   ♦ remind students of correct procedure or have students tell you what is expected.
8. Prevent discipline problems by planning for them; anticipate the problem before it happens.
9. Develop strong communication with parents. Do not wait for a crisis situation to develop. Call often with praise and be sure to identify yourself.
   Note: Approval and guidance of a cooperating teacher is required before any written or verbal communication is initiated with parents.
10. Use humor, creativity and love! Never embarrass a student. If you need to discuss behavior, arrange to do it privately.
11. Expect the best from your class, and you will get it. Attitude is extremely important in the discipline process.
12. Successful managers have these traits:
   ♦ “with-it-ness” – awareness of what is going on and the ability to communicate it
   ♦ overlapping – ability to do more than one thing at a time
   ♦ smoothness of transitions – no wasted time
   ♦ momentum- correct lesson pace
   ♦ group alertness – ability to keep students’ attention
   ♦ accountability – know how each student is learning

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Specific Management Strategies Elementary Education

Movement of Students in the Classroom

*To move students from one group to another:*

1. Move students by recognizing those who are using appropriate behaviors. “I can see you are ready, so you may go over to Table One.”
2. Set time limits for movement. “Get into your groups in the next 30 seconds.”
3. Move students using a transition from the lesson. (e.g., If you have short, curly hair like the character in our story, you may go to the carpet.) Use clothing styles, colors, and physical characteristics, anything that will move students a small group at a time.
4. Play soft music and tell students that when the music stops, they must be in the designated area. Students have to move quietly to hear the music.
5. Sing a song together as groups move; everyone should be in place when the song is finished.
6. Spell a word that has something to do with the lesson. Praise student movement between letters; everyone should be in desired places when spelling is complete.
7. Make color-coded shapes for the students' desks. Students are called by these. “Red cars, please meet me on the rug.”

Reinforcing Positive Behavior

*To encourage appropriate behaviors:*

1. Use specific, verbal praise. “Thank you for setting a good example by ...”. “you put a lot of thought and effort into this paper.”
2. Write notes to students expressing positive messages.
3. Celebrate with the class for a good day with an appropriate “academic” activity. “Everyone worked so well today, we have an extra five minutes to read.”
4. Reward students with no cost coupons for privileges such as: computer time, free time, etc.
5. Have student’s role play appropriate behaviors. “Let’s model how we should react when someone bumps into us.”
6. Give table points for cooperative group behaviors.
7. Present “Good Job” tickets/stickers/bonus bucks.
8. Have lunch with teacher/friends in the room.
9. Provide class recognition and praise: “Class, let's all say good job to Michael for his...”
10. Drop marbles in a jar loud enough for students to “hear” the praise.
11. Reward the class for an “All-Star Day” (No names on board, etc.)
12. Have students earn letters that spell out a mystery word (popcorn).

Redirecting Whole Class Behavior

*When the entire class is off-task:*

1. Use a signal to cue students to focus on you for directions (e.g., turn off lights, tap on blackboard).
2. Use a soft voice or whisper.
3. Recognize those groups giving appropriate behaviors and thank them for focusing on you.
4. Silently look at your watch and keep track of the seconds/minutes the class has “wasted” and that they owe you. They can pay you back during free time or after the bell rings. (Students need to know ahead of time that this is your policy.)
5. Use varied clapping patterns that students echo, or clap a sequence of patterns ending with hands in lap.

6. Use chants that require students' immediate responses such as:
   - “1, 2, 3 - Stop and look at me. 3, 2, 1-I like what you have done.”
   - “If you can hear my voice, clap once.” (Student claps once.) “If you can hear my voice, clap twice.” (Student claps twice.) Continue until all students are listening and clapping.
   - Teacher says, “Give me five.” Students count down with the teacher. 5=eyes watching, 4=ears listening, 3=mouths shut, 2=hands still, 1=brain thinking.

7. Use fraction or percentages to let students know how many are paying attention until you reach 100%. “One-half of the class is looking at me; now three-fourths are with me.”

8. Add a letter to spell a designated word. (e.g. spell RECESS on the board by adding a letter each time the class is following directions appropriately. When the word is complete the class has earned 5-10 minutes extra recess time.

9. Use the game of “Simon Says” substituting the teacher’s name for Simon’s. Continue until all students are participating, then proceed with the lesson.

Redirecting Individual Off-task Behaviors Verbally

When an individual student is off-task:

1. Use the individual’s name in a comment without interrupting the lesson. (This is especially effective if you use the student’s name in a positive manner: “ . . . the example that ___ gave us yesterday really fits in this context”). You can also ask the student a question, using her/his name in front of the question: “___, why do you think the main character acted in that manner?”

2. Use specific, positive comments that refocus a negative behavior. “___, I want you to have plenty of time to do quality work.” or “The whole class can work better when everyone is quietly working.”

3. Give a positive direction or reminder followed by thanks and not please. Be definite without asking. “Remember our rules for listening. Thanks.” Then move on, expecting the student to comply.

4. Use a strategic pause. Say the student’s name in a firm tone, followed by a pause for attention, then give the direction, or give “the look”.

5. Use proximity praise. (Praise students around the one who is off-task.)

Redirecting Individual Off-task Behavior Using Nonverbals

To refocus students without disturbing the rest of the class:

1. Use direct eye contact while continuing the lesson.

2. Move into the student's space and stand next to her/him continuing what you were doing. You can also touch or whisper desired expectations.

3. Give nonverbal praise or redirection. (Thumbs up or thumbs down, OK signal, smile, nod.)

4. Shake your head or give a stern look to an individual.

5. Use a timer; when it goes off, students know to put pencils down and look at teacher.

6. Take any distracting objects away from the student.

7. Touch student as you pass by him.

8. Tap student’s work or point to the place he should be.

9. Signal for student to move from area where she is distracted or causing distractions.

10. Move and stand beside a student who is not paying attention.

11. Stand quietly in front of the room and wait for all students’ attention.

12. Point to your watch to remind a student that time is running out.
13. Have students use signals to identify when they are ready to move on or listen. (e.g. pencils laid down on desk, papers turned over, books closed)
14. Place notes on the board with messages of what is expected next.
15. Point to the procedure for an activity or class rule they need to follow.
16. Ring a bell for “Stop, Look and Listen”.
17. Put a finger to your lips to mean quiet.
18. Move continuously around the class.

**Specific Management Strategies Middle/ Secondary**

**Movement of Students in the Classroom**

*To move students from one group to another:*

1. Give all of the needed directions before you begin an activity to reduce problems before students move into groups.
2. Set time limits for movements (e.g. in the next 30 seconds, I would like for you to move into your groups).
3. Signal those students for movement who are attentive and using appropriate behaviors (e.g. I can see that Table One is ready to pick-up their materials).

**Reinforcing Positive Behavior**

*To encourage appropriate behaviors:*

1. Use verbal praise such as, “I see that one table is set-up to begin.” Be sincere and do not use praise to manipulate students.
2. Write notes to students expressing positive messages.
3. Call parents and give verbal praise of the student.
4. Reward students with coupons for privileges for computer time, free time, homework exemption, or seat change.
5. Reward the class for a good day with appropriate verbal praise and an award such as, “Everyone worked so hard today that I will give you ten minutes to read whatever you want at the end of the period.”
6. Reward the class occasionally with a “no homework night”.
7. Give individuals, groups, or whole class a reward when they show hard work and/or cooperative work efforts.

**Redirecting Whole Class Behavior**

*When the entire class is off-task:*

1. Ask for the students’ attention while simultaneously giving a signal to cue students to focus on your directions (e.g. Raise your hand until students raise their hand, turn off lights, use a bell or chime signal, or tap on the desk).
2. Change your inflection to a soft voice or whisper to gain attention.
3. Recognize the groups or individuals who are on-task and praise them by name (e.g. Thanks, Julie, for being prepared for the next activity).
4. Look at your watch and keep track of the time that the class has wasted. Students must then pay you back after the bell rings.

**Redirecting Individual Off-task Behavior Verbally**

*When an individual student is off-task:*
1. Ask the disruptive student a question, using her/his name in front of the question to summon attention (e.g. Charles, why do you think this was one of the main causes of the war?)

2. Use the individual’s name in a comment without interrupting the flow of the lesson. Using a student’s name is especially effective if you first use it in a positive manner (e.g. Do you remember when Charles stated yesterday that one of the causes centered on the imbalance of power?)

3. Use specific, positive comments that refocus a negative behavior, “Michael, I want you to have plenty of time to do quality work.” Or, you could say, “I know that you will do better if everyone is quietly working.”

4. Give a positive direction, followed by a “thanks.” Avoid the use of “please.” It is better to be definite, (e.g. Remember our rules for listening). Then move on, expecting the student(s) to comply.

5. Praise the other students by stating, “Thanks for all of you who are being such active listeners.”

6. Use a strategic pause in the middle of your statement to the class. Say the student’s name in a firm tone, followed by a pause for attention, and then continue with the lesson.

7. Ask the student, “How can I help you improve your behavior in class?”

8. Never embarrass a student in front of the class. If you need to discuss behavior with the student, arrange for this privately.

**Redirecting Individual Off-task Behavior Using Nonverbals**

*To refocus students without disturbing the rest of the class:*

1. Give the “teacher look” that communicates distress at the student’s behavior. (Practice at home in the mirror before you try it in class since students have seen “the look” before.)

2. Move into the student’s space and stand there next to her/him continuing what you were doing. You may also whisper desired expectations to the student. It may be necessary to state, “See me after class.”

3. Choose appropriate gestures and facial expressions to express your concerns. Shake your head and give a stern look to the individual student off-task. Signal by pointing your finger for the student to move from the area in which he is distracted or causing the distractions.

4. As you continue the lesson, use your tone of voice, eye contact, and proximity to the student to alter behavior.

5. Move continuously around the room to monitor students. Move and stand beside a student who is not paying attention until the student is back on task. Touch the student on the shoulder (if allowed) as you pass by; you may want to follow up with eye contact. Tap student’s work or point to the place she/he should be.

6. Take any distracting objects away from the student. Student may pick-up the object at a later time.

7. Stand quietly in front of the room and wait for ALL students’ attention.

8. Point to the procedure for an activity or the class rule students need to follow on a class chart in front of the room.

9. Place notes on the board or overhead (e.g. what you expect, directions, steps to follow).

10. Point to your watch to remind students that time is running out.

11. Use a timer for classroom activities. When the timer rings, students know to put their pencils down and look at the teacher. You, however, need to explain to your students this procedure early in the semester. Watch for students who become anxious when timed.

12. Have students use signals to identify when they are ready to move on or listen, (e.g. pencils down, papers turned over, books closed).
13. If at all possible, remove a disruptive student from the room to discipline. To discipline a student in front of her/his peers may invite an incident from the student in order to “save face” in front of others.
# Student Teaching Planning Sheet

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsibility</th>
<th>Preparation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>8</td>
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</tbody>
</table>
Teacher Candidate Goal Setting ~ WEEK 4
This should be done with the cooperating teacher. Please provide a copy to the university supervisor.

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
This should be done with the cooperating teacher. Please provide a copy to the university supervisor.

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.________________________________________________________________________
Notice to Parents/Guardians about Videotaping

Dear Parent/Guardian,

I am currently a CCSU teacher candidate in your child’s classroom. During the semester, I may submit a videotaped lesson and other related teaching materials for purposes of evaluation and improvement of my teaching.

I am writing this letter to notify you that I may be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both students and me, the primary focus of the tapes is on documenting my teaching, not the students in the class. Your child may be visible in these tapes or his or her work may be included in the written materials I submit.

Please be aware that no student names will be included on any of the material. My professors at CCSU may only use the materials I submit for evaluation of my teaching and for training other CCSU faculty to evaluate tapes.

If you have concerns about your child being shown in the videotape that I will submit, please let me know. Thank you for your cooperation in this matter.

Sincerely,

CCSU teacher candidate

☐ Yes, my child, ________________________________, has my permission to be part of the videotaped lesson.

☐ No, I do not wish my child, ________________________________, to be part of the videotaped lesson.

__________________________  __________________________
Parent/Guardian signature  Date
Web Resources For Employment

Connecticut State Department of Education: http://www.state.ct.us/sde/

REAP: http://www.ctreap.net/

Education Connection: http://www.educationconnection.k12.ct.us/

Capitol Region Education Council (CREC): http://www.crec.org/jobs/index.shtml

Area Cooperative Education Services (ACES): http://www.aces.k12.ct.us/jobs/index.asp

EASTCONN: www.eastconn.org

**Purpose**
The final evaluation provides an overall appraisal of the student teacher (ST)’s performance. The evaluation should reflect the ST’s present level of development by providing a clear picture of the student teacher’s progress in relation to the ultimate performance indicators for a beginning teacher.

Please rate progress based on end-of-semester performance expectations. Appropriate goals should be set based on the student teacher’s evaluation to help ensure continued growth. It is important that the teacher candidate be part of this process. We encourage the ST to self-assess his/her own progress.

At the end of the evaluation process, it is important that the ST, cooperating teacher, and university supervisor sign the document. Only the complete document, signed by all parties, should be sent to the Office of School-Community Partnerships. The final evaluation should be completed collaboratively by the university supervisor and the cooperating teacher. As always, we recommend that final grades are shared with the student. The final grade earned is awarded by the university supervisor.

**“Non-negotiable” Items**
Items 4, 5, 9, 14, 15, 16, 25, 28, 31 and 32 are “non-negotiable” for earning the letter grade “A”. Less than target performance in these areas will mean that the student teacher is unable to earn a letter grade A for the student teaching experience.

**Standards**
The numbers on this instrument refer to the Connecticut Common Core of Teaching standards (for a full description, please visit http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862 or the link on the OSCP website http://www.ccsu.edu/page.cfm?p=1349. The italicized numbers in parentheses refer to the School of Education and Professional Studies Conceptual Framework (see the Student Teacher Handbook). The numbers in different type refer to the Association for Childhood Education International (ACEI): see http://www.acei.org/standhp.htm.

Additionally there are specific standards cited for the supplemental items for various disciplines.

**Notes to Supervisors**
The supervisor must enter final evaluation ratings on-line. A signed paper copy must still be submitted to the OSCP at the end of the placement.
### I. Classroom Environment

*How effectively does the student teacher promote student engagement, independence, and interdependence in learning by facilitating a positive learning community?*

<table>
<thead>
<tr>
<th>1. Management of Classroom Learning Environments 2.4, 2.5, (II C) (3.4, 1.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST consistently managed effective learning groups independently, with all students productively engaged in learning.</td>
<td></td>
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<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With little or no support, ST managed learning groups with little to no support, with most students productively engaged in learning.</td>
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<tr>
<td><strong>2. Developing</strong></td>
<td>With support, ST exhibited an emerging ability to manage learning groups with many students productively engaged in learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited an inability to manage learning groups with few students productively engaged in learning.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Management of Routines 2.5, (II C), (3.4)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST consistently managed routines and transitions to learning tasks and individual student needs; students understood instructional arrangements to maximize time; materials were organized and available and students knew how to access them and used them appropriately with minimal direction.</td>
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<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With little or no support, ST managed routines and transitions to learning tasks and student needs. Little instructional time was lost; instructional arrangements were well planned; materials were available but established routines for their use were not always consistent.</td>
<td></td>
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</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>ST exhibited emerging ability to manage routines and transitions to learning tasks and student needs although some instructional time was lost; instructional arrangements were planned but often required modification; materials were available but established routines for their use were not always consistent.</td>
<td></td>
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</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited an inability to manage routines and transitions to learning tasks resulting in loss of instructional time; instructional arrangements were not planned and/or required much support to align with learning tasks; materials were not readily available.</td>
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<thead>
<tr>
<th>3. Fostering a Learning Community 2.1, (II B &amp; C), (3.4, 1.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST independently established a climate of fairness and respect by communicating and modeling these behaviors to students. ST consistently modeled sensitivity to individual differences through interactions which supported a wide variety of learning and performance styles and encouraged students to respect differences.</td>
<td></td>
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</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With little or no support, ST established a climate of fairness and respect by communicating and modeling these behaviors to students. ST modeled sensitivity to individual differences through interactions which supported many types of learning and performance styles and encouraged students to respect differences.</td>
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<tr>
<td><strong>2. Developing</strong></td>
<td>ST exhibited an emerging ability to establish a climate of fairness and respect by beginning to communicate and model these behaviors to students. ST exhibited some sensitivity to individual differences through interactions which supported some learning and performance styles and encourage students to respect differences.</td>
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</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited an inability to establish a climate of fairness and respect. ST did not model and/or reinforce sensitivity to individual differences. Response to and interactions with students were minimal, negative, and/or inappropriate.</td>
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<td>4</td>
<td>Expectations of Standards of Behavior NON NEGOTIABLE 2.3, 2.4, (II B), (3.4)</td>
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<tr>
<td>4. Target</td>
<td>ST independently maintained and established standards of behavior that were consistently clear and appropriate. ST effectively addressed individual student needs and consistently reinforced standards of behavior.</td>
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<tr>
<td>3. Satisfactory</td>
<td>With little or no support, ST maintained and reinforced standards of behavior that were generally clear and appropriate. ST demonstrated an awareness of addressing individual student needs.</td>
<td></td>
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<tr>
<td>2. Developing</td>
<td>ST exhibited an emerging ability to maintain and reinforce standards of behavior that were generally clear and appropriate. ST demonstrated some awareness of addressing individual student needs.</td>
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</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited an inability to maintain and/or reinforce standards of behavior. Standards were unclear, incomplete and/or inappropriate. ST demonstrated limited awareness of individual student needs.</td>
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<tr>
<th>5</th>
<th>Monitoring of and Response to Student Behavior NON NEGOTIABLE ) 2.3, 2.4, (II A), (3.4, 1.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
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<tr>
<td>4. Target</td>
<td>ST independently and consistently took a proactive approach in monitoring and reinforcing responsible student behavior (verbal and non-verbal) among students, while effectively addressing individual needs.</td>
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<tr>
<td>3. Satisfactory</td>
<td>With little or no support, ST exhibited an ability to take a proactive approach in monitoring and reinforcing responsible student behavior (verbal and non-verbal) among students, and in addressing individual needs.</td>
<td></td>
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<tr>
<td>2. Developing</td>
<td>ST exhibited an emerging understanding of a proactive approach in monitoring and reinforcing responsible student behavior (verbal and non-verbal) among students, and in addressing individual needs.</td>
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</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited inability to utilize a proactive approach in monitoring and/or reinforce responsible student behavior (verbal and non-verbal) among students and/or addressing individual needs.</td>
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<tr>
<th>6</th>
<th>Promoting Engagement and Shared Responsibility for Learning 2.2 (III B)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
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<tbody>
<tr>
<td>4. Target</td>
<td>ST consistently provided students strategies and opportunities to set and monitor their own learning or behavior goals; ST used a variety of strategies and supports to consistently engage or re-engage students in learning experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little or no support, ST provided students with opportunities to be responsible for non-instructional tasks and some opportunities for instructional tasks; frequent attempts were made to re-engage students who were off-task.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developing</td>
<td>ST exhibited an emerging ability to provide opportunities for students to develop independence; some students were consistently engaged in the learning experiences and there were re-engagement attempts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited an inability to manage most tasks and students had few opportunities to develop independence; many students were consistently not engaged in the learning experiences and there were few re-engagement attempts.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### II. Lesson Planning

*How well does the ST plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?*

<table>
<thead>
<tr>
<th>7. Lesson Objective 3.2, (I C), (3.1)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST independently was able to write effective objectives using students’ prior knowledge with clear and observable outcomes. Objectives were focused on students’ application of skills as well as conceptual understanding to ensure that instruction was consistently at high levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With some support, ST was able to write effective objectives using students’ prior knowledge, with clear and observable outcomes. Objectives were focused on students’ application of skills as well as building toward conceptual understanding to ensure that instruction was at an appropriate level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>With support, ST was able to write objectives using students’ prior knowledge to create student learning outcomes. Objectives were focused mainly on students’ application of skills and the ST was working towards building conceptual understanding to ensure that instruction was at learners’ level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited an inability to write effective objectives using students’ prior knowledge and/or had no clear outcomes. Objectives provided limited focus on students’ application of skills and/or on building conceptual understanding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Sequence of the Lesson 3.1, 3.2, (I C), (3.1)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST independently planned instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With some support, ST was able to plan instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>With consistent support, ST was developing ability to plan instruction that built on previous learning, appropriately sequenced the learning objectives and promoted the application of skills with conceptual understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>Even with support, ST exhibited an inability to plan instruction that built on previous learning and/or appropriate sequencing of learning objectives and promoted the application of skills with conceptual understanding.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 9. Lesson Planning NON NEGOTIABLE 3.2, 3.6, 3.7, (IA & C), (3.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST independently and consistently developed lesson plans that effectively facilitated rigorous student learning outcomes and that consistently made real world connections. Lesson planning provided appropriate accommodations for diverse learners.</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With some support, ST was developing lesson plans that effectively facilitated rigorous student learning outcomes, and that consistently made real world connections. Lesson planning provided adequate accommodations for diverse learners.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST exhibited emerging ability to develop lesson plans that worked towards student learning outcomes and that made some real world connections. Lesson planning did not provide adequate and/or appropriate accommodations for diverse learners.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>Even with support, ST exhibited inability or unwillingness to develop appropriate lesson plans that effectively facilitated rigorous student learning outcomes and that made real world connections. Lesson planning did not provide adequate and/or appropriate accommodations for diverse learners.</td>
</tr>
</tbody>
</table>

### 10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson 3.4, 3.5, (ID), (3.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST effectively used a wide variety of appropriate instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that consistently supported the instructional objective and facilitated on-going student progress.</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With some support, ST used appropriate instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that generally supported the instructional objective and facilitated on-going student progress.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST used some instructional resources (primary source documents, curriculum materials, manipulatives, technology, etc.) in the lesson planning that worked to support the instructional objective and facilitate on-going student progress.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited inability to use instructional resources and/or materials used in the lesson planning, which did not support the instructional objective or facilitate on-going student progress.</td>
</tr>
</tbody>
</table>

### 11. Meeting the Needs of All Learners by Differentiating Instruction 3.7, (ID)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST exhibited ability to independently consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help all students construct meaning and demonstrate knowledge.</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little support, ST exhibited ability to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help most students construct meaning and demonstrate knowledge.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST exhibited emerging ability to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help some students construct meaning and demonstrate knowledge.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST failed to consult with special education, unified arts, etc. faculty to select resources and differentiate instruction to help all students construct meaning and demonstrate knowledge.</td>
</tr>
</tbody>
</table>
III. Instruction

How well does the ST implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

<table>
<thead>
<tr>
<th>12. Material Usage During Instruction 4.2, 4.3, (II D), (3.3)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST independently was able to use a wide variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students’ ability to construct meaning and demonstrate skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With limited support, ST was able to use a variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students’ ability to construct meaning and demonstrate skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST was able to use some instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students’ ability to construct meaning and demonstrate skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST did not utilize a variety of instructional materials (including but not limited to technology, digital resources, manipulatives, curriculum related materials, etc.) that supported students’ ability to construct meaning and demonstrate skills.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Methods 4.1, 4.3, (II A &amp; D), (3.3, 1.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST independently employed a variety (more than three) of instructional strategies to promote purposeful discourse to enable all students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little support, ST employed at least three varieties of instructional strategies that promoted purposeful discourse to enable most students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST was able to employ two varieties of instructional strategies to encourage purposeful discourse to enable most students to construct meaning, develop skills, and make connections. These methods included direct instruction, inquiry-based models, cooperative learning, discussion model, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST was able to use only one model for all lessons.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 14. Communication During Initiation NON NEGOTIABLE 4.1, 4.3, 4.7, (I B), (3.3, 1.0)

<table>
<thead>
<tr>
<th>ST Consistently and Independently Employed Effective Initiation (Set Expectations for Achievement, Made Real-World Connections, Stated and Modeled the Learning Outcome and Built on Prior Knowledge) in Order to Support Students’ Shared Responsibility for the Learning Process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>2. Developing</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
</tr>
</tbody>
</table>

### 15. Communication During Closure NON NEGOTIABLE 4.7, (I B), (3.3, 1.0)

<table>
<thead>
<tr>
<th>ST Consistently and Independently Employed Effective Closure Techniques That Enabled Students to Demonstrate Their Ability to Apply New Learning and Make Connections to Real-Life Experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>2. Developing</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
</tr>
</tbody>
</table>

### 16. Knowledge of Content Areas NON NEGOTIABLE 1.1, 1.2, (I A), (3.1)

<table>
<thead>
<tr>
<th>ST Demonstrated a Deep Understanding of All Relevant Content Taught at This Grade Level and Consistently Sought Additional Resources to Better Understand the Content to Be Taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
</tr>
<tr>
<td>3. Satisfactory</td>
</tr>
<tr>
<td>2. Developing</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>17. Promotes Independent Thinking through Questioning 3.8, 4.3, 4.4, 4.7, (II A &amp; D), (3.3, 1.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST consistently and independently demonstrated ability to engage students to construct meaning through a variety of higher-level questioning techniques (Bloom’s taxonomy). ST demonstrated ability to support students by prompting, rephrasing, or probing for clarification. Active discourse was evident throughout the lesson.</td>
<td></td>
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</tr>
<tr>
<td>3. Satisfactory</td>
<td>ST demonstrated ability to engage students to construct meaning through a variety of questioning techniques (Bloom’s taxonomy). ST demonstrated ability to assist students by prompting, rephrasing, or probing for clarification. Discourse was evident.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST demonstrated developing ability to engage students to construct meaning through use of a limited variety of questioning techniques (Bloom’s taxonomy). ST demonstrated emerging ability to assist students by prompting, rephrasing, or probing for clarification. Some discourse was evident.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited inability to engage students to construct meaning through use of a variety of questioning techniques (Bloom’s taxonomy) and was unable to assist students by prompting, rephrasing, or probing for clarification. Little discourse was evident.</td>
<td></td>
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<tr>
<td></td>
<td>18. Monitors Student Learning 4.6, (II D), (4.0)</td>
<td>ST</td>
<td>CT</td>
<td>Sup</td>
</tr>
<tr>
<td>4. Target</td>
<td>ST consistently monitored student learning and appropriately adjusted instruction in response to student performance, engagement, or questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little support, ST monitored student learning and usually adjusted instruction in response to student performance, engagement, or questions.</td>
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</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST was able to begin to monitor student learning and was beginning to develop strategies to adjust instruction in response to student performance, engagement, or questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST did not monitor student learning or appropriately adjust instruction in response to student performance, engagement, or questions.</td>
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</tr>
</tbody>
</table>
### IV. Assessment for Learning

**How does the ST use multiple measures to analyze student performance and to inform subsequent planning and instruction?**

<table>
<thead>
<tr>
<th>19. Student Learning, Instruction, and Data Collection 5.2, 5.3, (II D), (4.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST independently, consistently and effectively analyzed student work on a regular basis, developed and used varied assessment techniques and maintained accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With some support, ST demonstrated the ability to analyze student work on a regular basis, develop and use varied assessment techniques and maintain accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>With structured support, ST demonstrated limited ability to analyze student work on a regular basis, develop and use varied assessment techniques and maintain accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>Even with support, ST exhibited a limited ability to analyze student work on a regular basis. ST failed to develop and/or use varied assessment techniques and/or maintain accurate records that led to appropriate instructional inferences about student learning and subsequent instruction.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Monitoring Students’ Understanding 4.6, (II D), (4.0)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST consistently monitored students’ strengths and weaknesses related to the learning objective. ST made on-going adjustments while teaching that addressed students’ content misunderstanding through the use of instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>With some support, ST demonstrated an ability to focus on students’ strengths and weaknesses related to the learning objective. ST made some adjustments while teaching that addressed students’ content misunderstanding through the use of instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>With structured support, ST demonstrated an emerging ability to focus on students’ strengths and weaknesses related to the learning objective. ST exhibited some ability to make adjustments while teaching that addressed students’ content misunderstanding through the use of instructional strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited inability to focus on students’ strengths and weaknesses related to the learning objective. ST did not make adjustments while teaching that addressed students’ content misunderstanding through the use of instructional strategies.</td>
<td></td>
<td></td>
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</tbody>
</table>
### 21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance 5.5, 5.6, (II D), (4.0)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST consistently and independently provided general and specific feedback to about their content knowledge or skills as well as detailed information about their learning strengths and weaknesses.</td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>ST demonstrated some ability to provide feedback to students which included mostly general and specific comments about the content knowledge or skills and provided some information about their learning strengths and weaknesses.</td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>ST demonstrated minimal ability to provide feedback to students. Feedback when given was general and not specific and did not provide adequate information about their learning strengths and weaknesses.</td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited inability to provide feedback to students which included inappropriate and/or inaccurate comments about the content knowledge and/or skills and/or provided inappropriate information about their learning strengths and/or weaknesses.</td>
</tr>
</tbody>
</table>

### 5. Communication

*How effectively does the teacher candidate communicate?*

### 22. Oral and Written Language 1.3, (I B), (3.5)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Target</strong></td>
<td>ST consistently and clearly modeled correct oral and written language and usage appropriate to students' ages and backgrounds with no errors.</td>
</tr>
<tr>
<td><strong>3. Satisfactory</strong></td>
<td>ST modeled correct oral and written language appropriate to students' ages and backgrounds with occasional errors.</td>
</tr>
<tr>
<td><strong>2. Developing</strong></td>
<td>ST modeled correct oral and written language appropriate to students' ages and backgrounds with some errors</td>
</tr>
<tr>
<td><strong>1. Unsatisfactory</strong></td>
<td>ST exhibited an inability to model effective and/or appropriate oral or written language, which may have included: inaudible or unclear spoken language, inappropriate or incorrect vocabulary usage, sarcasm, or poor written language skills.</td>
</tr>
</tbody>
</table>
### VI. Professionalism

*How well does the ST maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership?*

<table>
<thead>
<tr>
<th>23. Professional Attitude Toward Teaching and Dependability 6.11, (III A &amp; B), (5.2)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST consistently demonstrated a dedicated and professional attitude, met professional responsibilities (promptness, completing work in a timely manner) and made reasonable professional decisions with no reminders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>ST exhibited a professional attitude, met professional responsibilities (promptness, completing work in a timely manner) and made reasonable professional decisions with occasional reminders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developing</td>
<td>ST exhibited an awareness of his/her professional attitude and responsibilities, but was at times unable to meet professional responsibilities (including arriving late, leaving early and completing work in a timely manner) and/or did not make reasonable professional decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited an inability to demonstrate a dedicated and professional attitude, was unable to meet professional responsibilities (including arriving late, leaving early and completing work in a timely manner) and/or did not make reasonable professional decisions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 24. Professional Attire 6.4, (III A) |
| 3. Target | ST adequately followed established dress codes and conventions as directed by the university and/or the school. |
| 1. Unsatisfactory | ST did not follow established dress codes and conventions even with reminders and explicit instructions by the university and/or the school. |

| 25 Maintaining Confidentiality NON NEGOTIABLE 6.7, 6.11, (III A), (5.2) |
| 3. Target | ST consistently respected confidentiality of students, including sharing names or information on students only with those who need to know. |
| 1. Unsatisfactory | ST did not respect confidentiality of students. |

<p>| 26. Professional Collaboration/Communication with Others 6.3, 6.4, (III D), (5.2) |
| 4. Target | ST independently demonstrated the ability to effectively collaborate and communicate with colleagues, professionals, and parents in ways that benefited the students in his/her class(es). |
| 3. Satisfactory | With little support, the ST demonstrated the ability to collaborate and communicate with colleagues, professionals, and parents in ways that benefited students in his/her class(es). |
| 2. Developing | With support and reminders, the ST demonstrated beginning ability to work with and communicate with colleagues, professionals, and parents in ways that benefited students in his/her class(es). |
| 1. Unsatisfactory | ST exhibited an inability to effectively collaborate and/or communicate with colleagues, professionals, and parents in ways that benefited students in his/her class(es). |</p>
<table>
<thead>
<tr>
<th>27. Professional Collaboration in Data Team Setting 6.3, 6.4 , (III D), (5.2)</th>
<th>ST</th>
<th>CT</th>
<th>Sup</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST independently demonstrated the ability to effectively collaborate and communicate with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little support, ST demonstrated the ability to collaborate and communicate with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support and reminders, ST demonstrated beginning ability to collaborate and communicate with colleagues to review and begin to interpret assessment data to monitor and adjust instruction to ensure students’ progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited an inability to effectively collaborate and communicate with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress.</td>
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</tr>
</tbody>
</table>

| 28. Use of Communication Technology NON NEGOTIABLE 6.9 | | | |
|---|---|---|
| 3. Target | ST used communication technology in a professional and ethical manner (computer, PDAs, cell phones, etc.) with no reminders. | | | |
| 1. Unsatisfactory | ST did not use communication technology in a professional and ethical manner (computer, PDAs, cell phones, etc.) even with reminders. | | | |

**VII. Student Diversity**

*How does the ST recognize and value the diversity of all students?*

| 29. Developing a Positive Self-concept 2.1, 2.3, 5.7, 6.6, (II B & III B), (3.2) | | | |
|---|---|---|
| 4. Target | ST consistently and independently worked to help all students develop a productive and positive work ethic and demonstrated a clear belief that all students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity or disability (e.g., ST integrates multicultural and diverse content addressing the various backgrounds of all students; ST engaged in prejudice and bias reduction activities when appropriate; ST chooses various instructional strategies to ensure that all students’ learning styles are included). ST provides specific evidence of demonstrating his/her ability to address diverse students. | | | |
| 3. Satisfactory | With little guidance, ST exhibited ability to work to help most students develop a positive work ethic. ST demonstrated a belief that students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity or disability. | | | |
| 2. Developing | With support, ST exhibited the emerging ability to work to help some students develop a positive work ethic. ST demonstrated an emerging belief that students have the right and ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity or disability. | | | |
| 1. Unsatisfactory | ST exhibited an inability to help students develop a positive work ethic. ST did not demonstrate a belief that all students have the right and/or ability to learn regardless of racial, cultural, sexual, linguistic or religious diversity or disability. | | | |
### 30. Understanding Individual Students 6.8, 6.2, (II A, B & C), (3.2)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST consistently and independently made accommodations for all students who have exceptional learning needs. ST provides specific evidence of developing and implementing accommodations or modifications for individual students (e.g., modifies specific assignments and activities for individuals and groups to meet their learning levels and to extend their performance levels in various subject areas).</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With little support, ST was able to make accommodations and/or modifications for most students who have exceptional learning needs, with support.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>With support, ST demonstrated an emerging understanding of making accommodations and/or modifications for students who have exceptional learning needs.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST was unable to make accommodations and/or modifications for students who have exceptional learning needs.</td>
</tr>
</tbody>
</table>

### VIII. Self-evaluation and Reflection

_In what ways does the ST engage in self-evaluation to improve instruction?_

### 31. Continuous Self-evaluation NON NEGOTIABLE 6.1, (III B), (5.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST independently made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>With limited prompts related to self-reflection, ST made accurate appraisals of his/her effectiveness, reflected, and initiated positive changes based on these appraisals.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>With prompts related to self-reflection, ST demonstrated beginning ability to make accurate appraisals of his/her effectiveness, and/or to reflect and/or initiate positive changes based on these appraisals.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited inability to make accurate appraisals of his/her effectiveness, and/or to reflect and/or initiate positive changes based on these appraisals.</td>
</tr>
</tbody>
</table>

### 32. Integration of Feedback NON NEGOTIABLE 6.1, (II B), (5.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Target</td>
<td>ST immediately integrated the feedback provided by the cooperating teacher and/or university supervisor in order to improve his/her practice.</td>
</tr>
<tr>
<td>3. Satisfactory</td>
<td>ST accepted the feedback provided by the cooperating teacher and/or university supervisor and generally integrated most feedback in order to improve his/her instructional practice.</td>
</tr>
<tr>
<td>2. Developing</td>
<td>ST demonstrated beginning ability to accept the feedback provided by the cooperating teacher and/or university supervisor and listened but did not always integrate that feedback to improve his/her instructional practice.</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST exhibited inability or unwillingness to accept and/or integrate the feedback provided by the cooperating teacher and/or university supervisor to improve his/her instructional practice.</td>
</tr>
</tbody>
</table>

### 33. Professional Growth 6.2, (III C & D), (5.1)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Target</td>
<td>ST participated in relevant and/or appropriate professional development opportunities offered to enhance skills related to teaching and meeting the needs of all students (department meetings, staff meetings, conferences, etc.)</td>
</tr>
<tr>
<td>1. Unsatisfactory</td>
<td>ST did not or inconsistently participated in relevant and/or appropriate professional development opportunities offered to enhance skills related to teaching and meeting the needs of all students (department meetings, staff meetings, conferences, etc.)</td>
</tr>
</tbody>
</table>
NOTES:

Contact Information
Cooperating Teacher

Name ____________________________
Phone ____________________________
E-mail ____________________________

Cooperating Teacher
Name ____________________________
Phone ____________________________
E-mail ____________________________

School Information
School’s Name ____________________________
Principal or Department Chair ____________________________
Office Phone Number ____________________________

University Supervisor
Name ____________________________
Phone ____________________________
E-mail ____________________________

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