CENTRAL

University Supervisor Handbook

Spring 2024

Office of School and Community Partnerships

GET READY!

Thank you for supervising our Central Connecticut State University student teaching candidate(s)! You are making a critical investment in our future educators - and an impact on Connecticut's need for qualified, well-trained teachers. You are demonstrating your commitment by sharing your experience, leadership, instructional and management strategies, and your own philosophy of education. We greatly appreciate your partnership.

A university supervisor has many responsibilities that depend greatly on the individual teacher candidates and their needs. The following summary list a general outline of your supervisory role. Please reach out to the Office of School and Community Partnerships (OSCP) and your program coordinator should you have questions or require assistance.

- Help the teacher candidate assimilate to the expectations of the teaching profession.
- Review and revisit program responsibilities, requirements, and assignments in collaboration with the cooperating teacher.
- Communicate detailed expectations and requirements for the student teaching experience.
- Support the teacher candidate in preparing lesson plans, units, and the edTPA portfolio.
- Visit the teacher candidate regularly – at least one visit for every ten days of student teaching.
- Carefully examine all lesson plans prior to observations. Provide positive and constructive feedback.
- Provide systematic feedback to the teacher candidate by conducting a pre-conference, a focused observation, and post conference with data analysis.
- Guide the teacher candidate through the process of analysis and reflection on their teaching and its impact on student learning.
- When possible, include the teacher candidate **and the cooperating teacher** in conferences.
- Communicate frequently with the cooperating teacher about the candidate's progress, areas of strength, and growth needs.
- Communicate frequently with the OSCP, sharing concerns and successes. This can be done during bi-weekly University Supervisors' Coffee (Webex) meetings or by reaching out to the OSCP directly.
- Provide guidance to the cooperating teacher with respect to fostering a positive and constructive student teaching experience.
- Evaluate the teacher candidate on an on-going basis, providing objective documentation to support their performance assessment with respect to knowledge, disposition, and performance.
- Document all formal observations in detail using Taskstream. This includes comments, questions, and suggestions - in addition to selecting indicators on the rubric.
- Provide the cooperating teacher(s) with copies of all evaluations. (They do not have access to Taskstream.)
- Complete a midterm and summative evaluation that includes feedback from/collaboration with the cooperating teacher. Meet with the candidate to review these evaluations. Document the evaluations in Taskstream.
- Assign a grade that reflects the teacher candidate's aggregate performance over the course of t heir total experience.

Office of School ~ Community Partnerships
Barnard Hall, Room 327-02
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
860-832-2144

Barbara Budaj, Director
http://www.ccsu.edu/oscp

Contents

Welcome

Dear University Supervisor:

Welcome to a very exciting semester! We greatly appreciate the commitment that you have made to support the development of our Central Connecticut State University student teacher candidates.

The university supervisor is an integral member of the teacher teacher's support team. Together with the cooperating teacher, you provide support, guidance, and encouragement to the teacher candidate(s). You also serve as a liaison between Central Connecticut State University and the public school system. We recognize that your support goes well beyond the formal observation. Just as our candidates are fostering critical relationships with their students, you are building a relationship of trust and confidence with your student teacher(s). This often involves early morning or evening communication with teacher candidates and cooperating teachers.

This handbook is intended to provide the university supervisor with one comprehensive resource. Included are information about the university supervisor role, and descriptions of the supervisor's responsibilities.

Please know that the Office of School ~ Community Partnerships is only a phone call or email away. We encourage you to reach out at any time. We are here to support you.

Best,

Barb Budaj

Barbara Budaj
Director, Office of School ~ Community Partnerships
Barnard Hall 327-02
860-832-2144
barbara.budaj@ccsu.edu

Teacher Candidate Orientation	Thursday, January 11, 2024 4:30 PM – 6:00 PM CCSU Constitution Room, Memorial Hall
edTPA Orientation	Tuesday, January 16, 2024 4:30 PM – 6:00 PM CCSU Constitution Room, Memorial Hall
First Official Day of Student Teaching	Wednesday, January 17, 2024
End of First 8 Weeks	Tuesday, March 12, 2024
Start of Second 8 Weeks	Wednesday, March 13, 2024
edTPA Submission Due Date	Thursday, March 21, 2024
edTPA Results Anticipated	Thursday, April 11, 2024
End of Second 8 Weeks	Friday, May 10, 2024

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 elementary, secondary, special education, and K-12 educational settings. To accomplish this mission, the OSCP works collaboratively with CCSU faculty and 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 perspective, value, attitude and belief – and that are enhanced by active reflection.

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 so that they may 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 placement will be secured in diverse settings, offering teacher candidates the opportunity to engage with 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.

CCSU Conceptual Framework

The conceptual framework is the guiding document that shapes and informs both the programs and the philosophy of the School of Education and Professional Studies. It also aligns closely with the professional standards that define program quality. Directly linked to our curriculum, the conceptual framework provides a basis for rigorous program assessment and consequently, for improvement of program outcomes.

The unifying theme for the conceptual framework is "Preparing Professionals for Service in Our Communities." The conceptual framework is comprised of the following themes (outcomes) and connected elements (proficiencies):

1. The education professional as active learner
    a. possesses strong content knowledge in the arts and sciences;
    b. communicates in multiple forms to diverse audiences;
    c. possesses pedagogical knowledge for content to be taught; and
    d. engages in habits of critical thinking and problem solving.

2. The education professional as facilitator of learning for all students
    a. applies knowledge of human development across the life span (including physical, cognitive, social, and emotional growth);
    b. respects and values all learners;
    c. addresses the diversity of learning environments; and

3. The education professional as reflective and collaborative practitioner
    a. makes informed and ethical decisions;
    b. accepts responsibility for student learning;
    c. engages in opportunities for professional growth; and
    d. collaborates with colleagues, families, and the school community.

Note: These foundational tenets are based on the Connecticut Common Core of Learning and the Connecticut Common Core of Teaching.

Student Teacher Support Team
The student teacher support team consists of the teacher candidate, the cooperating teacher, and the university supervisor (you). Also available are the university seminar faculty, program coordinators, and the Office of School and Community Partnerships. This network is here to provide guidance and support, communicate regarding the needs of the teacher candidates, and troubleshoot if a problem should arise. Our goal is to maximize the student teaching experience and prepare the best teachers possible.

Cooperating Teacher
Cooperating teachers are the classroom teachers who host teacher candidates. These teachers have completed the Connecticut State Department of Education's Teacher Education and Mentoring (TEAM) program and act as the school-based supervisor. They provide primary, daily support and supervision for the teacher candidate. The cooperating teacher is a role model and resident expert. They share their classroom, students, time, talent, and passion with teacher candidates.
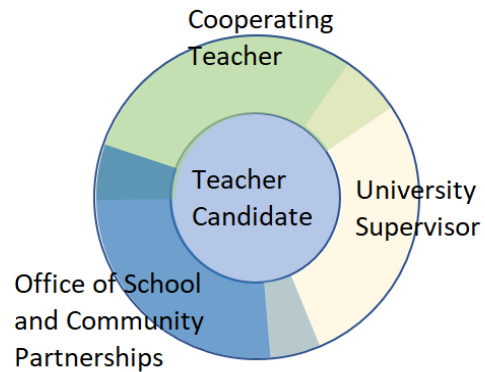
The teacher support team consists of the teacher candidate, the university supervisor, and the cooperating teacher. Other individuals both at the school and university provide additional support. Communication between all team members is critical.

What is the role of the Cooperating Teacher?
To maximize the experience of the teacher candidate, a cooperating teacher should:

- Get to know the teacher candidate as an individual.
- Provide opportunities for the teacher candidate to interact with students from the first day.
- Schedule regular contact with the teacher candidate.
- Review all lesson plans at least 2 days in advance.
- Observe and analyze/reflect upon instructional delivery.
- Set realistic goals and discuss progress toward those goals.
- Brainstorm new ideas and methods to use when working with students.
- Discuss the curriculum being implemented.
- Discuss classroom management strategies that are implemented in the classroom.
- Share expectations with the teacher candidate.
- Work closely/communicate with the university supervisor.
- Increase expectations for the student teacher, as they assume greater responsibility.
- Collaborate with the teacher candidate and university supervisor to develop a smooth takeover plan.
- Observe the teacher candidate and provide specific feedback to improve teaching and learning.
- Model behaviors of a reflective practitioner.
- Help the teacher acclimate to the school and classroom; include the teacher candidate in all professional school and team meetings.

The University Supervisor
The university supervisor is the CCSU representative responsible for supervising the experience of a teacher candidate(s). The teacher candidate is continuing to learn to teach and in need of encouragement, reassurance, comfort, guidance, and instruction in specific skills. The supervisor provides such support and advice, whether on-site, through TEAMS/Zoom, or through email.

What is the role of the University Supervisor?

Your role is critical to the success of our teacher candidates. You serve as a liaison and ambassador of the university. To support the teacher candidate, ensure growth, and provide accurate feedback the university supervisor will:

- Assist the teacher candidate with adjustment to the profession of teaching.
- Outline the teacher preparation program responsibilities requirements, and class assignments in collaboration with the cooperating teacher.
- Observe the teacher candidate regularly (at least one visit for every 10 days of student teaching). During this time, the university supervisor provides systemic feedback to the teacher candidate by helping the teacher candidate select an area of focus for classroom observations, conducting a pre-conference, and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference to review and analyze data collected during the observations and discuss student learning.

Whenever possible, conferences should include the candidate, university supervisor, and cooperating teacher.

- Provide a formal write-up of the observation through Taskstream no later than two working days after the observation.
- Confer with the cooperating teacher about the teacher candidate's progress, areas of needed growth, areas of improvement, and areas of talent.
- Help build and maintain strong relationships between the school/district and the university. The university supervisor is a liaison to the university and should be knowledgeable of university policy and program requirements.
- Provide detailed expectations and requirements for student teaching.
- Support the teacher candidate in preparing lesson plans, units, and a professional portfolio.
- Guide/advise the cooperating teaching in providing teacher candidates with effective student teaching experience. This may include special meetings with the teacher candidates to determine and support individual plans for growth.
- Provide written feedback to the cooperating teacher and the teacher candidate.
- Evaluate the teacher candidate on an on-going basis and provide objective documentation to support the assessment of specific areas of the teacher candidate's knowledge, dispositions, and performance.
- Complete a midterm and summative evaluation and assign a grade that reflects the teacher candidate's experience/performance.

Additionally, we ask you to remind your cooperating teachers to complete and submit the online stipend forms that they will receive via email from the OSCP.

Establishing Communication

A critical component of a successful student teaching experience is open communication. Although there may be time to talk before/after observations, university supervisors may wish to allocate additional time or resources to foster regular communication. After-school meetings, evening Zoom calls, group chats, shared Google documents/folders, and conversation journals are communication strategies that supervisors find effective. It is recommended that the cooperating teacher be included in this communication when possible.

To provide the foundation for future communications and collaboration, the university supervisor will regularly connect with both the teacher candidate and cooperating teacher. The university supervisor should reach out and make informal contact before the first observation to establish a support team, convey expectations, and answer questions.

The Office of School ~ Community Partnerships
As part of the School of Education and Professional Studies, the OSCP is responsible for building and maintaining strong relationships between local school districts, community members, and CCSU faculty and students. A primary responsibility of the OSCP is the placement, monitoring, and support of student teachers. Therefore, the OSCP is in frequent communication with school districts.
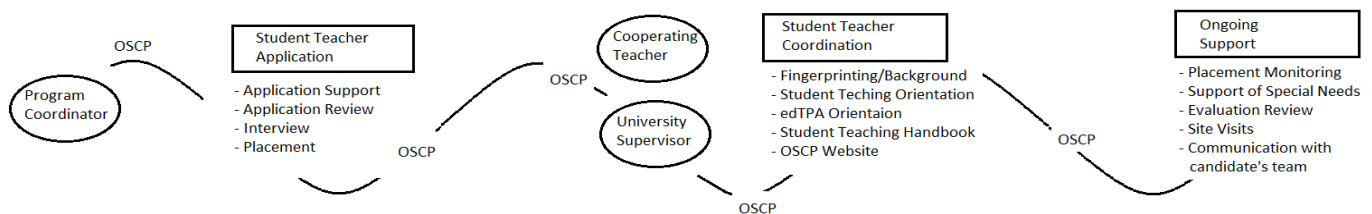
The Office of School ~ Community Partnerships (OSCP) supports you throughout your student teaching journey.

Prior to the start of the semester, all teacher candidates attend two required orientation sessions – one is a student teaching orientation, the other an edTPA session. University supervisors and cooperating teachers are invited to attend these sessions, as they provide an excellent opportunity for introductions and calibration of expectations.

University supervisors will also be invited to bi-weekly University Supervisors' Coffee meetings via TEAMS. These meetings are for informal discourse about the student teaching experience and how to best support teacher candidates.

Setting the Stage – Initial Meeting between the University Supervisor and Teacher Candidate
It is strongly recommended that the university supervisor meet with teacher candidates to review expectations prior to the start of the student teaching experience. Items to address include:
- Procedures for observations
- Lesson plans
- Appropriate dress (see Student Teaching Handbook)
- Attendance and procedures for absences
- General suggestions for a successful student teaching experience
- Observation write-up
- Mid-term and final evaluations
- Contact information

There is a lot of information to process in the days prior to the start of student teaching. Providing expectations in writing is helpful, as it will serve as a resource for teacher candidates to refer to over the course of the semester.

After the initial meeting, have your teacher candidates provide you with their updated information, including address, phone numbers, and email address. Although we provide you with the information provided at the time of application, the candidate may have more current information.

Frequent, Open Communication

Frequent, open communication is the most effective way to provide feedback to teacher candidates. This helps to ensure that there are no surprises during the final student teaching evaluation. Below are some helpful strategies to help you engage your teacher candidate in a reflective conversation:

- Share concrete evidence.
- Avoid absolutes, opinions, and evaluation.
- Refer to the Common Core of Teaching as well as the evaluation tool (Appendix 3).
- Word communication in a positive manner.
- Clarify assumptions by asking questions that lead the teacher candidate to draw their own conclusions.
- Avoid "*why did you…*" questions.
- Keep the focus on student learning.
- Provide balanced feedback – "glows" with "grows"; address critical items without inundating the candidate with advice; reflect on content and classroom management.
- Share your reflections on your own lessons – this will serve as a model for your teacher candidate when they reflect on their own practice.

One resource that you may choose to use is the **Cooperating Teacher Feedback Form**. This and other pertinent forms are in the University Supervisor "folder" that will be shared with you. We suggest that university supervisors ask cooperating teachers to complete/share the form on the weeks when the supervisor is not observing. Teacher candidate support teams have found this strategy useful in communicating/addressing concerns quickly, as well as keeping track of the candidate's progression.

Travel/Mileage Reimbursement

Rajashri (Raj) Paricharak of the Travel Office is available to answer travel reimbursement questions. They can be reached at 860-832-2549 or rparicharak@ccsu.edu. The university supervisor enters their travel on the Concur Website. The Dean of the School of Education and Professional Studies (SEPS) reviews/approves travel entries, which are then reimbursed through Concur.

- Full-Time University Supervisors: official duty station is CCSU.
- Part-Time University Supervisors: official duty station is your home (not CCSU.)
- A current copy of your insurance coverage must be submitted to the Travel Office. The policy must cover the time range of the travel reimbursement requested. If a policy expires mid-semester, a new policy must be submitted. The university supervisor's name must appear on the policy.
  - The minimum coverage that the University can accept is $50,000/$100,000 for Bodily Injury, and $5,000 for Property Damage.
  - Please submit the insurance declarations as a PDF document so it can be uploaded to the Travel database
- Mapquest is the only acceptable mileage calculator**. On-campus meetings/events are NOT eligible for travel reimbursement**.
- Mileage reports are submitted in a monthly basis, with the start/end dates entered as the first day and last day of the month on the report header. Submission of an Expense Report for approval is required within 30 calendar days after completion of the trip. (The trip is considered the month of travel.) Any forms submitted after this date may be returned without reimbursement.
- Travel should be submitted at the end of each month, NOT the end of each semester.
- If you need assistance completing your expense report, please contact the Travel Office for a TEAMS meeting.
- Please contact Margaret Nowicki if you do not already have a Concur account.

The university supervisor should make every effort to minimize travel costs by scheduling multiple observations/meetings in near proximity on the same day, and by avoiding multiple trips to the same school on the same day.

Observation Schedule

Some supervisors have found it helpful to work with the cooperating teacher and map out a tentative schedule for observations at the start of the semester. Others find it helpful to schedule the next observation at the end of the current visit. Note that supervisors have the right to make unscheduled visits at any time.

This schedule is a suggestion for supervisory visits to ensure that your teacher candidates are seen on a regular basis. We understand that the schedule may need to be flexible in order to accommodate the classroom teachers' needs.

Suggested timeline for observations/evaluations

Week 1		Initial meet and greet for all teacher candidates
Week 2		*First formal observation for All-level/K-12 (placement 1)*
Week 3		First formal observation elementary/secondary *Second formal observation for All-level/K-12 (placement 1)*
Week 4		*Mid-term All-level/K-12 (placement 1)*
Week 5		Second Observation elementary/secondary
Week 6		*Third observation All-level/K-12 (placement 1)*
Week 7		Third observation elementary/secondary
Week 8		Mid-term evaluation elementary/secondary *Final evaluation All-Level/K-12 (placement 1)*
Week 9		*Meet and greet for second placement All-level/K-12*
Week 10		Fourth observation elementary/secondary *First formal observation All-Level/K-12 (placement 2)*
Week 11		*Second observation All-level/K-12 (placement 2)*
Week 12		Fifth observation elementary/secondary *Mid-term All-level/K-12 (placement 2)*
Week 13		
Any time prior to the end of the semester		Sixth observation elementary/secondary *Third observation All-level/K-12 (placement 2)*
Final week of the semester		Final evaluation – all teacher candidates

A more detailed week-by-week guide is located in Appendix A.

Preparing for University Supervisor Visits/Observations

The university supervisor will be visiting regularly throughout the semester. They will observe the teacher candidate, conference with them (and the cooperating teacher), and provide formative feedback for the candidate. To achieve the desired level of support for the candidate's growth and development as a Connecticut educator, the OSCP requests that supervisors observe teacher candidates at least once every ten days. **Formal observations must be in-person.**

Typically, supervisors set specific dates and times that coordinate with the teacher candidate's schedule. Supervisors do have the right to make unannounced visits as they deem appropriate. (These should be coordinated with the cooperating teacher.)

To help prepare for and facilitate planned observations, the teacher candidate will:
- Inform the school office that the university supervisor (provide their name) will be visiting.
- Secure a private room or space for the post-observation conversation.
- Provide a hard copy of the lesson plan and related materials for the day of the observation.
- Have their lesson plan binder ready for your review. All materials should be clearly labeled.
- Provide a workspace for the supervisor to sit during the observation.
- Discuss with the cooperating teacher how to address the presence of the supervisor with the students for the first visit.
- Provide a written reflection of the lesson to the supervisor no later than 8:00 pm the day of the visit.
- Have the next observation scheduled by the end of the current visit.

Regular semester visits provide the teacher candidate with important feedback to support their growth. This feedback is typically done in a traditional fashion with the supervisor setting a specific date and time, reviewing the lesson plan in advance, and allocating conference time before and after the lesson. During the course of the semester, the supervisor may want to consider a different approach that includes a video recording of the teacher candidate. This gives the teacher candidate the opportunity to view themselves before engaging in a reflective conversation. Teacher candidates who have done this in the past have share that the process provided insights they would not otherwise have had. This strategy is in addition to formal observations, as they must be in-person.

Please note that the candidate must have school and parent permission to videotape in a classroom. See the cooperating teacher for district/school policies and waiver forms.

Video Recording Strategies for University Supervisors
Below are two different suggested models for using video recordings to improve instruction:

Model One – The teacher candidate records the lesson while the supervisor is present. 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 review the lesson video independently. After reviewing the video and reflecting in writing on the given prompts, the teacher candidate and supervisor discuss the lesson and the candidate's reflections.

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

Effective communication is at the heart of supervision. Feel free to communicate with the cooperating teacher and the OSCP outside of scheduled visits if you have concerns or if the teacher candidate is struggling.

Documenting the Journey
Each teacher candidate develops at their own pace. As you support your teacher candidate on their journey to becoming a professional educator, it is important that you clearly articulate goals to be addressed as well as areas of concern. The final evaluation document is based on a body of evidence. Your documentation can assist in the process of assigning a final grade.

Documentation does not need to be in the form of formal memos. Email reminders of key points addressed during a recent conversation or meeting are sufficient.

Documentation in Taskstream

Observations must be documented using the rubric in Taskstream. It is essential that the documentation for the visit be specific and include notes about the teacher candidate's planning, implementation, management, communication, and evaluation of student learning. Your report should include specific recommendations about behaviors that the candidate needs to address. It should also highlight successful practices.

This written documentation also provides you with a body of evidence when determining a semester grade. In addition, your written comments and suggestions allow teacher candidates the opportunity to go back and reflect on their post-observation conferences and strategies ways to improve their practice. It also allows for the cooperating teacher to be aware of your areas of focus and support the candidate in addressing them.

All six observations must be entered into Taskstream for each teacher candidate. The Mid-term and Final Evaluations must also be entered into Taskstream.

Teacher Candidate Feedback: Summative

Summative evaluation usually occurs at the end of a period of learning in order to generate a grade/score that reflects the teacher candidate's performance. The university supervisor is responsible for the summative grade. It is expected that they will consult with the cooperating teacher prior to finalizing this score. Additional information on determining the teacher candidate's grade begins on page 20 (Evaluation).

Differentiating Support for Teacher Candidates

It is the responsibility of the teacher candidate's support team to meet the needs of the teacher candidate as they become a capable beginning teacher. Just as effective elementary and secondary educators differentiate their instruction to scaffold each student toward success, teacher candidates may need differentiated preparation from cooperating teachers and university supervisors. Teacher candidates' needs will vary based on readiness and personality factors. The cooperating teacher and university supervisor should feel comfortable differentiating their mentorship of each individual teacher candidate. Some teacher candidates will need more supports in place to help them succeed, and others will be able to take off without much direction in the first few weeks of the placement. Below are some suggestions for additional supports you may need to put in place for teacher candidates who need more explicit instruction or time to develop:

- Detailed feedback on lesson plans using the lesson plan rubric as a guide.
- Co-teaching.
- Have the teacher candidate observe YOU (the university supervisor) teach a lesson and then reflect on each aspect of the lesson via the lesson planning template.
- Videotape lessons and reflect together.
- "Think aloud" for the teacher candidate about your planning process or in a post-lesson reflection session.
- Co-plan initial lessons with teacher candidates – and gradually shift to independent planning.

Important Information for University Supervisors

Block Scheduling
In school districts following a block schedule (90-minute periods), the teacher candidate must prepare for and teach two daily blocks and participate in an academic support experience such as intervention, math lab, writing center, tutoring, or enrichment.

Number of Preps
For students in secondary education, we ask that teacher candidates be responsible for **no more than three preps** (separate courses to prepare for). If a special situation should occur where more than three preps are associated with a teaching load, the cooperating teacher and university 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 they are 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 during the "full take-over" period**. Additionally, the 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 only 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 they are present or not**.

Student Teaching Seminar
Most programs conduct a student teaching seminar that runs concurrently with the student teaching experience. This is the only course a student may take during the student teaching semester. Although the specific objectives for the seminar vary across programs, the focus of the seminar is to reflect on and process the student teaching experience. Often the instructor will have specific assignments to help internalize the teacher candidate's learning and growth. **It is an essential and required part of student teaching.**

Concerns
If at any time during the teacher candidate's placement, you feel that the students or the teacher candidate are not positively benefitting from their student teaching experience, please contact the university supervisor and the Office of School and Community Partnerships immediately. We understand that the teacher candidate is a guest in your classroom community. Our goal is to help ensure that the semester is positive and productive for all.

Attendance
Teacher candidates are expected to maintain excellent attendance at their assigned placement(s). *When a teacher candidate is absent for more than two days, they 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 OSCP.*

The teacher candidate is held to these expectations to ensure focus on student teaching – and the classroom.

- **All teaching assignments are for the full school day.** The teacher candidates are expected to be at school during the same 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 a 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 of the university.

- It is expected that teacher candidates will attend after-school meetings, such as department/grade-level meetings, workshops, faculty meetings, parent-teacher conferences, and after-school events – unless such meetings interfere with seminar time. In such situations, the teacher candidate should approach the university instructor for permission. **Teacher candidates may not leave early to coach or work.** The only exception would be to leave school at an appropriate time to attend the discipline's student teaching seminar.

- 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.

- On occasion, teacher candidates are offered positions in districts starting before the end of the semester. The OSCP may consider releasing the teacher candidate for a position **only when** the candidate has completed their responsibilities as a student teacher and submitted their edTPA portfolio. **A candidate may not be employed by their host district while student teaching.**

Teacher candidates should **contact the classroom teacher and university supervisor** when it is apparent an absence is necessary. *For every lesson that a teacher candidate is responsible for – and will miss due to absence, the candidate must make the lesson plan(s) and have the necessary materials available for the cooperating teacher to use to teach the lesson.*

Absences are permitted only for exceptional situations such as death in the family, serious illness, or 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 and teacher protocols of the district with regards to late opening, early dismissals, and school closures. 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 the by Office of School and Community Partnerships in conjunction with the Dean's Office. In such situations, the OSCP will be in close communication with teacher candidates, cooperating teachers, and university supervisors.

The Student Teaching Semester

Length of Student Teaching Placement
The duration of a student teaching placement 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 this handbook. Should a student require special consideration or accommodations with respect to a placement start or end date, the OSCP will discuss the situation with the cooperating teacher, university supervisor, and program coordinator, and follow up with a determination in writing.

> Elementary and Secondary Candidates: One 16-week placement
> All-Level/K-12 Candidates: Two 8-week placements

Within this time frame, each teacher candidate is expected to assume the full teaching load of the cooperating teacher for an extended period.

Starting Out
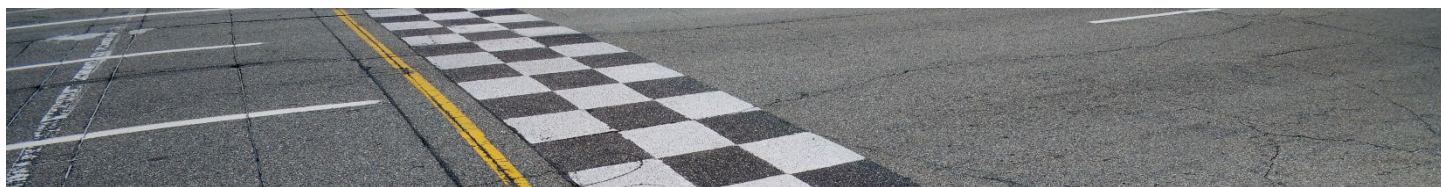
Introductory Phase of Student Teaching
The introductory phase of student teaching involves observation and teacher assistant activities. This phase will last for a period of time commensurate with the teacher candidate's readiness to assume teaching responsibilities. The cooperating teacher will add teaching periods to the candidate's schedule as their competence and confidence grow. A blank handout of the "Take-Over Plan" (Appendix D) is included in the back of this handbook to help organize a smooth transition.

Observation of the cooperating teacher in action during the introductory phase is an invaluable learning experience. Through observation, candidates learn many strategies that will smooth their transition and increase performance efficacy. Errors committed by the beginning teacher candidate can often be avoided with careful attention to the cooperating teacher's classroom procedures.

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 managed and special situations are handled.
- How students share in planning and leadership.
- How the teacher communicates the purpose(s) of the lesson.
- What motivating techniques are implemented.
- What instructional materials are used and how they are introduced.
- How the teacher use questioning to promote student involvement and facilitate learning.

Observation is only one component of the introductory phase of student teaching. From the first day in the classroom, the teacher candidate should be actively participating in learning activities and supporting the needs of the teacher and students. These initial contributions may not be exciting or glamorous. They are, however, critical to

establishing yourself as an integral part of the community. Actions of the student teacher during the introductory phase include:

- Handing out/collecting materials.
- Assisting with attendance to help learn students' names.
- Helping students log onto technology or address technical issues.
- Making copies and delivering materials to classrooms/teachers.
- Taking a restless student "for a walk".
- Arranging displays for teaching purposes.
- Creating work examples by doing student assignments.
- Tutoring students 1-1.
- Providing instructional support or enrichment to small groups of students.
- Teaching mini-lessons.
- Correcting assessments or providing written feedback.
- Participating in team planning and organization.
- Attending faculty, department, and/or Board of Education meetings.
- Participating in student government and co-curricular activities.

Student Teaching Takeover Plan

The teacher candidate is learning to teach. They will need encouragement, reassurance, comfort, guidance, instruction with specific skills, and insight into complex causes of behavior. **Therefore, we encourage the cooperating teacher and teacher candidate to collaborate in the creation of a gradual "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 grade-level outcomes. This is also an excellent time to have the teacher candidate observe other teacher teachers, assist with routine tasks, and attend to edTPA requirements.

The takeover of the classroom responsibilities should be gradual. As the teacher candidate develops their competency, the cooperating teacher will incrementally assign additional instructional responsibilities, building up to "full takeover" for a minimum of 3 weeks (5 weeks for Secondary MAT candidates.). In all level/K-12 programs where the candidate has two 8-week placements, 2 weeks of full takeover per placement is expected. The return of the teaching load should also be a gradual process with the cooperating teacher slowly re-assuming teaching responsibilities. A sample takeover plan is provided in Appendix C, with a blank planning sheet in Appendix D.

Helpful Hints for Takeover

- Start with the most accommodating class (secondary/all-level candidates). After an initial positive experience with one group of students, the candidate will be better prepared to handle a more challenging class.
- Start with a content area with which the candidate feels most confident.
- A daily discussion of the lesson plans should take place to review objectives, materials, procedures, and instructional alternatives. Plans should be divided into time segments to help the teacher candidate pace the lesson. The cooperating teacher should provide specific and actionable feedback.
- **All lesson plans are due 2 days in advance of the lesson**. After the candidate integrates the suggested changes into their lesson plan, the candidate and cooperating teacher should review the new plan.
- The teacher candidate should continue to use the classroom structure that the cooperating teacher put in place. This includes classroom procedures and standards for behavior. As candidates assume more teaching responsibilities, they may make some adjustments - after discussing them with the cooperating teacher.
- If possible, the cooperating teacher should give a model lesson that the teacher candidate can follow in another section of the same course.

- Initially, the cooperating teacher should remain in the classroom to observe and to take notes for the purpose of highlighting effective practice, encouragement, and review of growth. **It is NOT a good practice to assign a class to a candidate then leave them alone to "figure it out."**
- The cooperating teacher's role in the classroom should decrease gradually, until eventually the teacher candidate takes on complete responsibility for the class. However, the cooperating teacher should always be easily accessible to the teacher candidate.
- The cooperating teacher should encourage the teacher candidate to self-evaluate daily and to be flexible regarding expectations for their accomplishments. It is helpful when the cooperating teacher models reflective practice.
- In addition to brief informal exchanges each day, it is important to establish a "sacred" time(s) to meet formally each week. Be specific in assignments for teacher candidates; remember to include completion dates. Provide specific guidance and direction when assignments are made. In the assignments, make clear **what is expected**, **how you wish it done**, **and where to access necessary resources**.
- While observing your candidate, keep track of comments/suggestions that you want to share with them. Then wait for an appropriate time to discuss your observations - away from the students.
- Allow the teacher candidate as much freedom as possible to experiment. They need to practice incorporating strategies learned in their coursework, as well as figure out how to implement their own ideas.
- Communicate regularly with the cooperating teacher regarding the teacher candidate's experience.

Co-Teaching Models

As the teacher candidate gradually assumes the primary role of instruction, the cooperating teacher remains an integral member of the classroom community. During the complete takeover period, it is not uncommon for the classroom teacher to remain in the room, working on curriculum development, intervention/enrichment with groups of students, or preparing for future learning activities.

We encourage cooperating teachers and teacher candidates, with support from the university supervisor, to consider a team-teaching model. While team-teaching (co-teaching) is not new in schools, it is an effective model to support the student teaching experience. It affords the opportunity for consistent mentoring, providing the teacher candidate with the time, modeling, and support necessary to gain skills and confidence for effective teaching. Below are descriptions of the most common six approaches to coteaching (https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching):

- **One Teach, One Observe**. While one teacher is facilitating, the other is observing – and gather data regarding student performance. Co-teachers can determine in advance what types of observational information to gather and agree on a system for data collection. Afterward, the teachers analyze the information together.
- **One Teach, One Assist**. One teacher has primary responsibility for teaching, while the other teacher circulates around the room providing unobtrusive assistance to students as needed.
- **Parallel Teaching**. The class is divided into two groups, changing the student-teacher ratio. The teachers cover the same information, with more opportunity for individual students to respond.
- **Station Teaching**. Teachers divide content and students. Each teacher then teaches the content to one group, then repeats the instruction for the other group. If appropriate, a third station may allow for independent student work.
- **Alternative Teaching**. One teacher takes responsibility for the large group, while the other works with a small group of students.
- **Team Teaching**. Together, both teachers deliver the same instruction at the same time. This is referred to as "tag team" teaching.

The table below describes specific examples regarding how the co-teaching model may look in the classroom:

One teacher does:	The other teacher does:
Facilitating whole-group instruction	Modeling notetaking on the (Smart)board
Taking attendance	Collecting/reviewing homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling a problem on an assignment
Giving instructions orally	Writing down instructions on the (Smart)board
Checking for understanding with a large heterogeneous group of students	Checking in with students requiring additional assistance (IEP/504)
Circulating, providing 1-1 support as needed	Providing instruction to the whole class
Preparing half of the class for one side of a debate	Preparing the other half of the class for the opposing side of the debate
Facilitating whole-group instruction	Circulating, using proximity to support behavior management
Re-teaching or pre-teaching a small group of students	Monitoring a large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Reading a test aloud to a group of students	Proctoring the test silently with a group of students
Facilitating stations or groups	Also facilitating stations or groups

Adapted from Murawski & Dicker (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5) 52-58.

Ongoing Activities

In addition to the responsibilities on the Takeover Planning Sheet and the edTPA, the teacher candidate should perform the following:

- Attend Planning and Placement Team (PPT) meetings, professional development workshops, parent-teacher conferences, and faculty and team meetings.
- Record video of their lessons regularly, in adherence with a district's videotaping policy.
- Reflect regularly. This should be done verbally and in writing.
- ***Keep all lesson plans in a (physical or virtual) binder.*** This should be **accessible at all times** for review by university faculty, the building principal, department coordinator, cooperating teacher, etc.
- All lesson plans must be turned into your cooperating teacher two days in advance. Failure to do so will result in not teaching the lesson.

Evaluation

Well-documented observations and evaluation reports are essential during the student teaching experience. All written feedback from the cooperating teacher and university supervisor should be valued, reflected upon, and kept in an organized, readily available place. In addition to written formative feedback, the university supervisor performs formal observations and completes a "disposition assessment" survey.

The university supervisor will observe the teacher candidate at least once every other week – and submit an evaluation of the visit in CCSU's Taskstream electronic portfolio. This evaluation will outline specific behaviors that the teacher candidate is demonstrating. It will include specific information regarding the teacher candidate's planning, implementation, management, communication, and evaluation. This documentation should also include specific strengths that the teacher candidate is demonstrating, as well recommendations to address areas that are still developing.

The university supervisor is particularly essential at two points in the student teaching experience: the mid-evaluation and the final evaluation. These are excellent opportunities for team reflection with the university supervisor, cooperating teacher, and teacher candidate. In addition, the cooperating teacher can welcome the university supervisor to sit in on conferences involving the unit plan or the goal-setting plan. This team interaction results in a clear and coherent understanding of the teacher candidate's progress and performance and maximize the student teaching experience.

Grade for Student Teaching

The university supervisor has the responsibility of assigning the final grade for student teaching. It is expected that they will confer with the cooperating teacher before determining the grade. (The cooperating teacher and university supervisor will evaluate the teacher candidate in terms of areas of strength/need for improvement at the mid-term evaluation.)

This general guide shows what each letter grade represents. Further clarification regarding grade determination is on the following page. The teacher preparation team should discuss this information at the beginning of the student teaching placement and refer to it throughout the semester.

A
After appropriate support and time have been provided by the cooperating teacher and/or 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 have been provided by the cooperating teacher and/or university supervisor, the teacher candidate demonstrates quality work, but may require some guidance and ongoing support from the cooperating teacher.

C
After appropriate support and time have been provided by the cooperating teacher and/or university supervisor, the teacher candidate consistently and effectively demonstrates adequate work. However, the candidate requires consistent support from both the cooperating teacher and university supervisor.

Essential Attributes on the Evaluation Rubric

The final grade is based on the teacher candidate's performance with respect to the CCSU Student Teaching Evaluation Rubric. This rubric aligns with the _Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017_. It also contains subject-specific criteria, or "attributes." It is important for the teacher candidate to read the Evaluation Rubric, understand it, and become familiar with the criteria for which proficiency levels/grades are determined. A generic evaluation document is located at the end of this handbook.

Of the criteria used on the CCSU Student Teaching Evaluation Rubric, 18 have been designated "essential." This means that the teacher candidate's final grade depends specifically on these standards:

1. Rapport and positive social interaction
2. Respect for student diversity
4. High expectations for student learning
7. Routines and transitions are appropriate to needs of students
8. Content of lesson plan is aligned with standards
9. Content of lesson appropriate to sequence of lessons and appropriate level of challenge
11. Literacy strategies
12. Strategies, tasks, and questions cognitively engage students

15. Ongoing assessment of student learning
17. Content accuracy
18. Content progression and level of challenge
24. Ongoing assessment of student learning
25. Feedback to students
26. Instructional adjustment
27. Teacher self-evaluation and reflection and impact on student learning
28. Response to feedback
31. Contribution to professional learning environment
32. Ethical use of technology

Indicators describe quality of performance ⟶   Performance/proficiency level

	Below Standard	Developing	Proficient
Performance attribute #1			
Performance attribute #2			
Performance attribute #3			

Criteria/attributes

Proficiency Levels
Proficient: Indicator fully Met
Developing: Indicator Partially Met
Below Standard: Indicator Not Met

Proficiency Requirements for Grade
A   The teacher candidate must score *proficient* on at least 17 of the 18 essential attributes highlighted, and have no items scored as *below standard*.

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

B   The teacher candidate must score of *proficient* on at least 10 of the 18 essential attributes highlighted, and have no items scored as *below standard*.

C   The teacher candidate may have no more than 1 attribute scored *below standard*.

F   The teacher candidate scored *below standard* on more than one attribute.

Even if a teacher candidate's performance is outstanding, they cannot earn an A+. The highest grade possible is A.

Final Evaluation
The final evaluation provides an overall appraisal of the teacher candidate's performance. The evaluation should reflect the teacher candidate's present level of development by providing a clear picture of the teacher candidate's progress in relation to the performance indicators for a beginning teacher.

The final evaluation should be discussed collaboratively by the university supervisor and the cooperating teacher, with the university supervisor entering scores into Taskstream. When the university supervisor reviews the final evaluation with the student teacher, additional goals may be set to promote the candidate's continued growth.

Teacher candidates are encouraged to regularly self-assess their own progress using the evaluation instrument so that they are familiar with expectations and are able to monitor their own growth.

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 issues or concerns that arise related to the performance of the candidate should be discussed with them 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 Office of School ~ Community Partnerships (OSCP) may be called in for this step as deemed necessary by the supervisor and/or cooperating teacher. The focus form will describe the issue or concern and inform the candidate of specific suggestions, expectations, and time frame for improvement or correction. The focus form should be based on data from the cooperating teacher, university supervisor, and other parties. Data can in include observation records, lesson plans, and the 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 OSCP with copies provided to the candidate, cooperating teacher, and university supervisor. Once finalized and delivered to the candidate, the focus form will be implemented. The cooperating teacher and university supervisor will revies the candidate's progression the dates specified in the focus form.
3. If the issue or concern is not satisfactorily addressed after implementing the focus form, the candidate may then be removed from student teaching depending on the nature and severity of the problem or concern including the candidate's unwillingness or inability to comply.
4. At any time during a placement the cooperating teacher has the right to have the candidate removed from the classroom setting if K-12 student progress is being negatively impacted. In such situations, the University need not comply with the previous three steps.
5. The recommendation to remove a candidate from the placement must come from the cooperating teacher, university supervisor, district administrator, program coordinator, or OSCP. The recommendation is sent to a Competency Review Team, comprised of the university supervisor, program coordinator (or department chairperson), OSCP, and a SEPS representative appointed by the Dean. Please note that a candidate may be removed from a student teaching placement for the following reasons:
   - The cooperating teacher, school administration, or district personnel as for the candidate to be removed from the student teaching placement.
   - The candidate requests to be removed from a placement with the understanding that another placement will not be available.
   - Extended or frequent absences or repeated tardiness.
   - Lack of daily lesson planning.
   - Failure to adhere to the cooperating teacher or university supervisor's instructions.
   - Inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a teacher.
   - Inappropriate responses in various contexts that negatively affect performance as a teacher.
   - Falsification of information or documentation.
   - Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
   - Failure to demonstrate integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program for Teacher Certification.
   - Conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing with the School of Education and Professional Studies.
   - Other due and sufficient cause.
6. The Competency Review Team will meet to discuss the related issues/concerns. Data from the cooperating teacher, university supervisor, and other parties will be reviewed at this meeting. Such data includes observation records, lesson plans, the mid-term evaluation, previous focus form(s), and results from the previous focus form(s). 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 Dean who makes the final decision.

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, comply with all deadlines as outlined in the Professional Program for Teacher Certification handbook. If removal is the result of unethical conduct, criminal activity for which a candidate has been convicted, or extreme incompetence in performing requirements of the internship, the candidate may be denied a second opportunity.

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.

At any time during the above process, if a teacher candidate is unable to meet the expectations, the candidate may self-withdraw (see university calendar for specific dates.)

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.

Entering Grades

The midterm and final evaluations are submitted in Taskstream and must be completed prior to assigning the semester grade. If the supervisor is also the seminar instructor, separate grades are entered for student teaching and seminar.

We use the Banner Web grading system to record grades for the semester. Web grading is a secure, encrypted process that protects the security and integrity of information pertaining to both the faculty and students. Web grading may be accessed from any computer with Internet access – either on or off campus via CentralPipeline. The opening and closing dates for grade entry varies by semester. Please contact the OSCP if you have questions.

You can access CentralPipeline with your BlueNet ID account via the Internet at http://pipeline.ccsu.edu. Click on the Central Pipeline faculty/staff tab.

On the new page, click on WebCentral-Banner Web link on the left. Enter your BlueNet ID account name, then your password.

On the next page, click the faculty tab to access Faculty Services, including your detailed class list.

If you don't currently have a BlueNet ID account, you may go to www.ccsu.edu/its on the Internet and click on the link on the bottom that says, "Account Requests". Please have your supervisor (or delegate) log on and request an account for you. Once the account is created, a corresponding CentralPipeline account will be activated.

For new supervisors: we strongly suggest that you "try out" your new account to become familiar with the system. For all supervisors, particularly adjunct: we encourage you to check your CCSU email periodically as your password automatically expires every 60 days; you will be warned 14 days before expiration. Additionally, the campus email contains announcements, campus news, and lively discussions among faculty and staff that as members of the campus community you are certainly welcome to read and respond to if you wish.

If you forgot your username or password, you may go to http://accounts.ccsu.edu to confirm your username and reset your password. (This link can also be found on the CentralPipeline login page where you are prompted for your username and password.) If you still experience difficulty, please contact the Help Desk at 860-832-1720

Choose the appropriate semester and the CRNs will appear only for those classes in which you are listed as the primary instructor. The system will provide the opportunity to submit grades by selecting from the drop-down box. When entering grades:

> **Enter a grade for all teacher candidates listed on the grade screen. Final grades are immediately recorded when you press the SUBMIT key. Failure to press the SUBMIT key will cause all grades to be lost. Please note that we will automatically issue a grade of "NR" ("Not Recorded") should a faculty member not enter a grade for a teacher candidate. The "NR" grade will change to an "F" at eight weeks into the following semester (at one year for Graduate students). Students will be able to retrieve their grades via the web immediately after the grade calculation process has been run**.

If you have any questions or need assistance in entering grades, please contact Matthew Bielawa at 860-832-2242 or email him at bielawam@ccsu..edu.

Lesson Planning and the Cycle of Reflective Teaching

Lesson Planning and Taskstream Requirement
Lesson planning is a skill and an art. It 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 ensures enough time for the cooperating teacher to review the plans and provide feedback – and for the teacher candidate to make changes before teaching the lesson. *Failure to do so may result in a teacher candidate being removed from the placement.*

Lesson plans must be kept in a binder or virtual folder.
University supervisors will review 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.

A CCSU lesson plan template is included on the next page of this handbook. Students in secondary and all level/K-12 placements may also be provided with a discipline-specific lesson plan format.

The teacher candidate must review all tests and instructional materials before they are administered. It is important that all materials are appropriately designed and error-free. The cooperating teacher may require that they review these materials several days prior to use.

With the guidance of the cooperating teacher and university supervisor, the teacher candidate should try as many different teaching strategies and models as possible. Such strategies include cooperative/collaborative learning, inquiry-based learning, problem-based learning, and flipped learning. The candidate should not rely solely on a direct instruction model. Available technology should be used to support learning. Remember that all videos and internet sites must be previewed before they are shown in class.

All components of the lesson plan on the next page(s) must be included in all teacher candidate lesson plans.
This includes the Commentary on Planning Decisions questions.
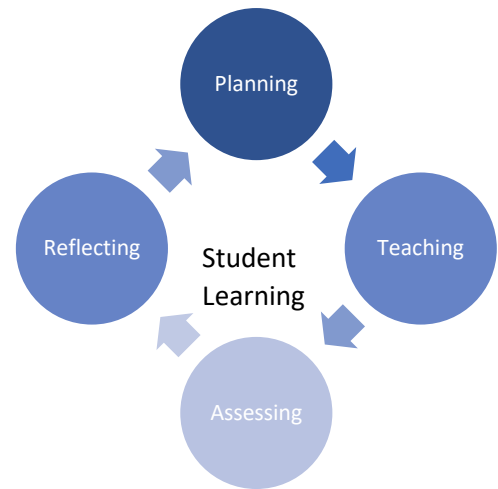
Teacher Candidate   Host Teacher

Class and Period

Date

Lesson Title

I. Central Focus

II. Standards Addressed

III. Learning Objective(s)
1.
2.
3.

IV. Academic Language/Language Function Objective(s)

V. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)
1.	
2.	
3.	

VI. Key Vocabulary

VII. Lesson Procedures/Learning Tasks and Timeline			
Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments
	Initiation		
	Lesson Development		
	Closure		

IX. Lesson-Specific Materials		
Teacher Materials	Student Materials	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but *before* it is implemented.

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

Resources

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

Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?
What worked and for whom? Why?
What didn't work and for whom? Why?
What are your instructional next steps based on the data from this plan?
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

PLANNING PROMPTS

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

I.	**Central Focus** What is the central focus for the content in this lesson?
II.	**Content Standard(s)** What standard(s) are most relevant to the learning goals?

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

IV.	**Academic Language Objective** What content specific terms (vocabulary) do students need to understand in order to attain the lesson objective? What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson? What will students struggle with in terms of the language expectations of this lesson? How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?
V.	**Assessments** What strategy will you use to evaluate student learning for each objective? (e.g. teacher question, observation, quiz question, exit slip.) Specifically define the assessment here. If it is an exit slip or an in-class practice example, what is the specific question/task you will assign? Do you need to differentiate any assessments? If so, how will you do that? ***Evaluative Criteria*** What are the standards for satisfactory performance for the objective as measured by this assessment? What must you see a student do to judge that they have met the objective and are ready to move forward? If you will set a different standard for some students, not that here.
VI.	**Key Vocabulary** List the new or previously learned content or academic terms that are essential for students to understand to succeed in this lesson. How will you ensure that students have the necessary understanding of these terms? Be sure that your attention to this is evident in the lesson plan's learning tasks and materials.

VII. Lesson Procedures/Learning Tasks and Timeline

	VIII. Differentiation/Planned Support
Initiation (This may also be called the "anticipatory set.") How will you start the lesson to engage and motivate students in learning and set the purpose for learning? To activate relevant prior knowledge?	How will you organize the learning tasks to address students' individual and group needs and give all of them access to learning?
Lesson Development How will you link the new content (skills and concepts) to students' prior academic earning and their personal/cultural and community assets? (See *UDL Guidelines*.) What will you do to engage students in developing understanding of the lesson objective(s)? (See *UDL Guidelines*.) How will you give students the opportunity to apply and practice what they have learned? (See *UDL Guidelines*.)	How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?

How will you formatively assess student understanding as the lesson progresses? (See *UDL Guidelines*.) How will you provide feedback? How do you need to allocate time within the lesson? What needs more time? (Use the minutes column to estimate the lesson timeline.) What will you say and do? What questions will you ask? What directions will you give? What examples will you use? In what order? Are these specifically addressed in the plan? How will you direct students in transitions between activities? What are your behavioral expectations regarding interactions? Regarding use of material? When and how will those initially be made clear? How will you reiterate and reinforce initial expectations? What assignments will you make for independent work on homework? Have you addressed relevant classroom business like collecting, returning, and/or assigning homework? Attendance? Review? Foreshadowing?	Consider: Whole class needs Groups of students with similar needs Individual student needs Accommodations and/or modifications needed Consider: Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings as the lesson begins and progresses.
Closure How will you end the lesson and help students to analyze the relevancy of the lesson? And assess their own learning?	Document the plans you have made for addressing individual needs by integrating those efforts in the relevant sections of the lesson plan (lesson procedures, objectives, assessments, and/or materials).
IX. Lesson-Specific Materials List materials that you need to have ready for this specific lesson – not materials that are always available in your classroom. What materials must a **teacher** have in hand to teach THIS lesson? (e.g. 15 copies of Frost's Stopping By Woods, 5 pieces of chart paper and markers, 18 exit cards, tall chair from dept office, 12 pieces of pink paper) What specific materials to all **students** need to have available for this lesson? (A specific book or file? A dictionary? A purple editing pen? A stuffed animal from home?)	What **targeted materials** might you need to address any individual or special student needs or modifications in this lesson? (one large print copy of a handout, laptop for john, etc.)

**TROUBLESHOOTING**

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

edTPA Requirements

In accordance with Public Act: 23-159 (June 2023): Retroactive to July 1, 2022, edTPA shall be used as an accountability tool for teacher preparation programs, including Central Connecticut State University.

- Although edTPA will not be used to deny an institutionally recommended applicant issuance of a certificate, candidates must receive a final score and status on the preservice performance assessment from Pearson.
- At this time, CCSU will adhere to the edTPA 2022-23 score requirements for Connecticut educators.
- The edTPA results will be reported to the CSDE and will be included in the educator preparation program quality measures report (Public Act No.15-243).

Developed for educators by educators, edTPA is a performance-based, subject-specific assessment and support system used by education preparation providers (EPPs) across the country to emphasize, support, and measure the skills and knowledge that teacher candidates need from day one in the classroom. edTPA is subject-specific, with versions for 28 areas of instruction. All versions feature common architecture based on three tasks: Planning, Instruction, and Assessment.
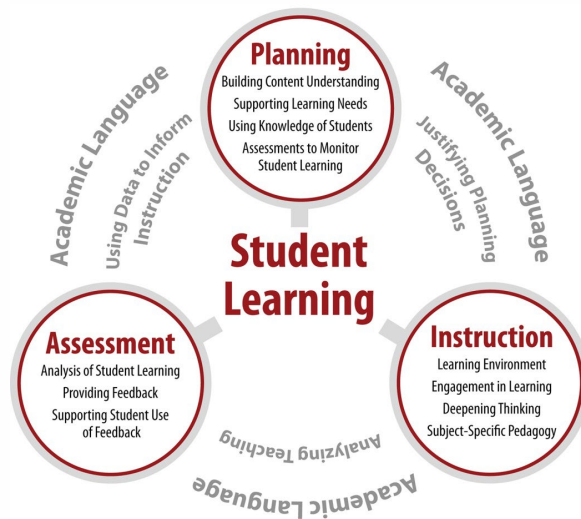
The Connecticut State Department of Education has adopted the following edTPA cut scores for Spring 2024:

| Certification Endorsement	Program	Passing/"Cut" Score
18-24	World Language (Secondary)	32
42	Art (K-12)	37
15	English (Secondary)	37
26	History/Social Studies (Secondary)	37
29	Mathematics (Secondary)	37
49	Music (K-12)	37
44	Physical Education (K-12)	37
30-34	Science (Secondary)	37
165	Special Education (K-12)	37
47	Technology Education (K-12)	37
111	TESOL (K-12)	37
13	Elementary Education	44

Timeline for edTPA Completion

Below is a possible/suggested timeline for completing edTPA. The edTPA tasks are interrelated. Thus, completing the edTPA is not a linear process. For example, expect to adjust Task 1 and Task 2 while working on Task 3 to establish coherence across your submission.

edTPA for Elementary Education	All other edTPA submissions
Weeks 1 – 2: Task 1 and supporting logistical tasks Weeks 3 – 4: Task 2 teaching and video recording Weeks 5 – 6: Complete Tasks 2 and 3 Weeks 7 – 8: Elementary Mathematics Task 4* Week 9: Finalize and submit edTPA to Pearson *Some students have found it effective to complete Task 4 prior to Tasks 1, 2, and 3.	Weeks 1 – 2: Task 1 and supporting logistical tasks Weeks 3 – 5: Task 2 teaching and video recording Weeks 6 – 8: Complete Tasks 2 and 3 Week 9: Finalize and submit edTPA to Pearson Note that "All Levels/K-12" programs change to the second placement effective the beginning of Week 9.

What does the edTPA process look like?

Task 1: Plan for Instruction and Assessment

- <u>Content Understandings:</u> Subject area, standards and focus, development of learning segment, instructional approach, what to include in lesson plans.
- <u>Knowledge of Students:</u> Information about students, describe class, how to support learning needs of students, references to research and theory
- <u>Supporting Academic Language Development:</u> Identify academic language demands of learning tasks, instructional supports to help students meet language demands
- <u>Planning Assessments:</u> Kinds of assessments to use; how to help students with specific needs demonstrate learning
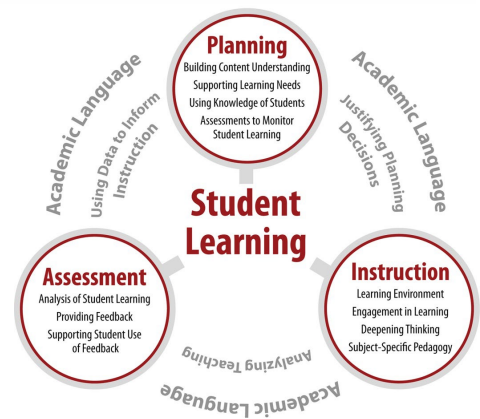
Task 2: Instructing and Engaging Students in Learning

- <u>Video Recording:</u> Professional responsibilities for confidentiality, preparing for a quality recording, equipment and resources
- <u>Learning Environment:</u> Select clips that demonstrate respect, rapport, positive and supportive learning environment
- <u>Engaging Students:</u> Select clips that show active student engagement
- <u>Deepening Student Learning:</u> Evidence that you are deepening student understanding
- <u>Subject-Specific Pedagogy:</u> Show ability to apply discipline-specific instructional methods
- <u>Analyzing Teaching Effectiveness:</u> Specific changes to make next time and rationale for change

Task 3: Assessing Student Learning

- <u>Analyzing Student Learning:</u> Select work to analyze, identify evaluation criteria, select work samples, determine detail level of whole-class analysis
- <u>Feedback:</u> Determine types of student feedback and how students will interact with feedback
- <u>Analyzing Students' Academic Language Understanding and Use:</u> Evidence of such understanding and interpretation of evidence
- <u>Use of Assessment to Inform Instruction:</u> Next steps for teaching and how assessment data influenced these decisions

Task 4: Assessing Students' Mathematics Learning (Elementary Education Candidates ONLY)
- Plan for Instruction and Assessment: Identify and describe class and contextual information, learning segment and central focus
- Analyze Student Work: Develop and administer a formative assessment, analyze work for classroom trends, analyze work for individual errors, confusions, and partial understandings
- Re-engage Students in Learning Mathematics: Plan, implement, and evaluate reengagement lesson
- Analysis and Use of Evidence to Reflect on Teaching: Identify/describe patterns of student learning, analyze individual student work to identify reengagement focus, evaluate results of reengagement lesson

Video Recording

Prior to recording classroom instruction, teacher candidates must have appropriate permission from the parents/guardians of your students and from the adjuts who appear in the video recording. A sample request for permission to record is located in the Student Teacher Handbook. The video may not be used for any purpose outside the parameters of the release form that is used. The video will not contain the candidate's name, the names of the cooperating teacher, school or district, or the last names o the students. An additional release form sample can be found at this link: https://www.edtpa.com/Content/Docs/SampleReleaseForm.pdf.

Acceptable Forms of Candidate Support within the edTPA Process

To ensure that the edTPA submission truly reflects the competency of the teacher candidate, there are strict guidelines regarding the support that can be provided to teacher candidates. As the cooperating teacher, you may support your candidate in the following ways:
- Provide candidates with access to handbooks and other explanatory materials about edTPA. This includes expectations for candidate performance on the edTPA.
- Explain edTPA tasks and scoring rubrics and guide discussions about them.
- Provide/discuss support documents (see edTPA Resources, below.)
- Discuss samples of previously completed edTPA portfolio materials (with permission.)
- Engage candidates in formative experiences aligned with the edTPA.
- Use edTPA rubrics or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision proves.
- Ask probing questions about a candidate's draft edTPA responses or video recordings – without providing direct edits or specific answers.
- Arrange for technical assistance for edTPA video recording.

Unacceptable Forms of Candidate Support within the edTPA Process

The following supports are NOT acceptable:
- Edit a candidate's official materials prior to submission.
- Offer critiques of candidate responsive that provide specific, alternate responses.
- Instructing candidates on which video clips to submit.
- Upload edTPA response on any social media websites.

edTPA Resources
- edTPA Support Guide (Making Good Choices)
- edTPA Guidelines for Acceptable Candidate Support
- edTPA Website
- Connecticut State Department of Education Website (edTPA)

APPENDIX A: Detailed Week-by-Week Supervisor Schedule
A list of suggested events to guide your semester's work.

Week	Experiences	Items to Consider
Prior to the start of the semester – during orientation	Meet teacher candidate(s).	• Prepare a document for the teacher candidate(s) with key points and suggestions for their semester of student teaching. • Give a copy of this document to the cooperating teacher. • Access OSCP folder of student teaching documents and prepare/organize for each candidate.
By the end of the first week of the semester	Visit with the cooperating teacher and teacher candidate to set the stage for working together: • Review lesson planning expectations. • Expectations should absences occur. • Clear understanding of teacher candidate's arrival/departure time. • Obtain copy of classroom teacher's schedule. • Discuss take-over plan. • Review evaluation tool. This normally occurs when there is a free period, before school, or after. Everyone needs to attend. *Schedule your first formal observation – to take place around the end of the second week or start of the third week.	• Introduce the cooperating teacher feedback form. • Decide how to use cooperating teacher feedback form. • Share expectations for lesson plans/materials and when they should be submitted. • Decide how to check in with both the teacher candidate and cooperating teacher. *Twice a week through a Google journal document? Every Monday via Zoom?*
By the beginning of the third week	First formal observation. Complete observation rubric in Taskstream. Provide written feedback for observation. *Schedule your next formal observation.	• Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately. • If possible, look at the calendar with the cooperating teacher and plan ahead for the mid-term evaluation conversation.
By the end of week four	Goal setting	• Candidate goals to meet by week 8.

Week	Experiences	Items to Consider
By the end of week five	Second formal observation. Complete observation rubric in Taskstream. Provide written feedback in Taskstream. *Schedule your next formal observation.	• Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately.
By the end of week seven	Third formal observation Complete observation rubric in Taskstream. Provide written feedback in Taskstream. *Schedule your next formal observation.	• Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately.
By the end of week eight	Conduct mid-term evaluation. Complete mid-term evaluation in Taskstream.	• Candidate goals to meet by week 12. • Think about the teacher candidate's progress in terms of where they need to be at the end of the semester. • Both the cooperating teacher and teacher candidate must complete the evaluation prior to the formal conversation. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • **A mid-term grade is NOT awarded.**
By the end of week ten	Fourth formal observation Complete observation rubric in Taskstream. Provide written feedback in Taskstream. *Schedule your next formal observation.	• Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately.

Week	Experiences	Items to Consider
By the end of week twelve	Fifth formal observation Complete observation rubric in Taskstream. Provide written feedback in Taskstream. *Schedule your next formal observation.	• Candidate goals to meet by week 16. • Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately.
By the end of week fourteen	Fifth formal observation Complete observation rubric in Taskstream. Provide written feedback in Taskstream. *Schedule your next formal observation.	• Conduct a post-observation conversation to help the teacher candidate to reflect on the lesson. • Provide written documentation of the conversation and observation in Taskstream, with copies to the cooperating and teacher candidate. • If the cooperating teacher is unable to participate in the post-observation conversation, touch base with them separately. HELPFUL HINT: As you plan for the final evaluation conversation, spend time with the cooperating teacher discussing their thoughts on the final grade.
By the end of week sixteen	Conduct final evaluation. Complete final evaluation in Taskstream. Proved written feedback in Taskstream.	• Set this time in advance. • Be sure to discuss scoring with the cooperating teacher. • During the final evaluation conversation, reflect on the candidate's growth and communicate final grade.
At the end of week sixteen	Enter data and grade	• Enter the final grade into Banner. Refer to the handbook page 21 for grade profiles. • Enter final evaluation data into Taskstream.

NOTES:
- The observation report rubric, mid-term, and final evaluation must be submitted in Taskstream.
- Written feedback should be submitted in Taskstream.
- During the spring semester, teaching schedules will be changed to accommodate standardized assessments.
  Your flexibility in scheduling observations is greatly appreciated.
- Supervisors may make unannounced visits.
- Be sure to note the vacation schedule for your school district when creating your observation schedule.

Pre-Observation Conference Questions/Reflection (Teacher Candidate)

Date: **Course/Subject:**   **Number of Students:**

Unit Topic/Overarching Theme:

Learning Objective/Target from Previous Lesson:

Learning Objective/Target for This Lesson:

Related Content Standard(s):

---

1. Reflect on your students and their needs. State how they are exceptional and what strategies you will use to address their needs.

   Student A:

   Student B:

   Struggling Student(s):

   Student(s) in Need of Enrichment:

2. As you think about your lesson components that are sequenced to create your lesson, describe the purpose of each component. What evidence supports these impacts/results?

Lesson Component	Purpose and Evidence of Learning

3. Is there a particular aspect of your instruction/evaluation attribute on which the observer should focus?

OBSERVATION (University Supervisor/Cooperating Teacher)
Teacher Candidate: _____
Date: _____
Subject/Grade: _____
Cooperating Teacher: _____
School: _____

Strengths	Areas for Growth

Additional Suggestions:

Observation Rubric Notes (University Supervisor)

Date: _____

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

Post-Observation Conference Questions/Reflection (Teacher Candidate)

1. What were your learning objective(s) for the lesson?

2. What two (2) things did you see or hear that would suggest student growth toward your learning target?

    •

    •

3. What two (2) things did you see or hear that would suggest student(s) struggling to meet the learning target?

    •

    •

4. As you think about your lesson components that were sequenced to create your lesson, describe the impact/results of each component. What evidence supports these impacts/results?

Lesson Component	Reflections/Impact/Evidence

5. As you think about next steps for your students what have you learned that will influence your planning?

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

    Student A:

    Student B:

APPENDIX C: Student Teaching Takeover Planning Sheet Samples
The teacher candidate can use this sheet to track their teaching, planning, and preparation responsibilities for each week. A blank copy of this organizer can be in Appendix 3. **The cooperating teacher must approve all lesson plans at least 2 days PRIOR to their implementation.** The information in the organizer below is to be used as a guide. Takeover depends upon the readiness of the individual teacher candidate. If there are any questions, please contact the OSCP or your university supervisor.

Sample Takeover Planning Sheet – Elementary and Secondary (16 weeks)

Week	Responsibility		Preparation	
	Elementary	**Secondary**	**Elementary**	**Secondary**
1	- Observe students. Learn names, learning styles, interests. - Assist individual students. - Observe other classroom teachers. - Observe classroom routines. - Learn school policy and procedures. - Assist with clerical routines. - Research the curriculum. - Meet building personnel.	- Observe students. Learn names, learning styles, interests. - Assist individual students. - Observe other classroom teachers in the discipline. - Observe classroom routines. - Learn school policy and procedures. - Assist with clerical routines. - Research the curriculum for which you are responsible. - Post work and assignments - Meet building personnel.	- Correct and assess student work. - Plan a bulletin board - Walk students to and from specials. - Conduct morning and closing routines. - Become familiar with grading practices. - Create/update a data collection binder.	- Get ready to take over one period. - Assist in administering assessments. - Check student work. - Continue to work with individual students as needed. - Prepare grade book or become familiar with existing grading practices.
2	- Correct and provide feedback on student work; record data. - Conduct morning and closing routines. - Walk students to and from specials and lunch. - Assist with duties such as lunch, recess, and/or bus. - Assist with read- aloud. - Continue assisting individual students; teach small groups.	- Teach one period. - Check students work. - Correct and provide feedback on student work. - Continue to post student work. - Continue to assist with clerical routines.	- Plan to teach one lesson per day. Discuss topic/content area with cooperating teacher. - Continue responsibilities from Week 2.	- Teach one period. IF the same content, begin to take over another section. - Continue responsibilities from Week 2.
3	- Continue Week 1 and Week 2 activities. - Teach one lesson per day.	- Teach one period. If same content area, begin teaching second period.	- With the cooperating teacher, choose a new content area to begin planning. - Plan video recording.	- Begin planning for new prep. - If appropriate, begin another period of the same content area. - Continue responsibilities from Week 3.
4	- Teach 1 or 2 lessons per day. - Continue with previous responsibilities and routines.	- Teach 2 periods of the same content. - Continue with previous responsibilities and routines.	- Video record lesson for self-reflection. - Begin preparing for new content area to be taken over.	- Begin preparing for new content to be taken over. - Continue responsibilities from Week 4.

Week	Responsibility		Preparation	
	Elementary	Secondary	Elementary	Secondary
5	- Teach 2 or 3 lessons per day. - Continue with previous responsibilities and routines.	- Teach 2 periods of the same content. - Begin teaching one period of a new content area. - Continue with previous responsibilities and routines.	- Continue previous work and responsibilities. - Prepare for new content teaching responsibility.	- Continue with previous responsibilities. - Begin prep for new content teaching responsibility.
6	- Continue previous responsibilities and routines. - Teach 3 or 4 lessons daily.	- Teach new period. - Continue with previous week's teaching load. - Continue with previous responsibilities and routines.	- Begin preparing for new content area to be taken over. - Continue previous responsibilities and routines.	- Continue with previous responsibilities. - Begin prep for new content teaching responsibility.
7	- Teach new content area (about 4 lessons per day.) - Continue with all previous responsibilities.	- Add additional courses not yet taught. - Continue with all previous responsibilities.	- Set up midterm evaluation conference (Week 8) with supervisor. - Plan take-over of additional content areas not yet taught.	- Set up midterm evaluation conference (Week 8) with supervisor. - Plan transition of other periods and preps not previously assumed.
8	- Participate in midterm evaluation conference. - Continue with previous responsibilities and routines.	- Participate in midterm evaluation conference. - Continue with previous responsibilities and routines.	- Full-time teaching	- Full-time teaching
9	- Full-time teaching	- Full-time teaching	- Full-time teaching	- Full-time teaching
10	- Full-time teaching	- Full-time teaching	- Full-time teaching	- Full-time teaching
11	- Full-time teaching	- Full-time teaching	- Full-time teaching	- Full-time teaching
12	- Full-time teaching - Fill out 12-week goal setting form.	- Full-time teaching	- Classroom teacher gradually takes back teaching responsibilities.	- Classroom teacher gradually takes back teaching responsibilities.

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.

Sample Takeover Planning Sheet – K-12 Disciplines (8 weeks)

Week	Responsibility	Preparation
1	- Observe students. Learn names, learning styles, interests. - Assist individual students. - Observe other classroom teachers. - Observe classroom routines. - Learn school policy and procedures. - Assist with clerical routines. - Research the curriculum. Collect required instructional materials. - Discuss cooperating teacher's expectations for grading, recording grades, and providing feedback to students.	- First takeover class/grade level including lesson plans and materials needed. - Score and provide comments on student work. - Assist with grade entry. - Assist with clerical routines. - Continued work with individual students. - Continued work with clerical routines. - Assisting with all duties.
2	- Teaching of a specific class/grade level. - Conducting routines (attendance, collecting materials) - Assist with all duties. - Work with individual students.	- Takeover of one additional grade level/class including lesson plans and instructional materials. - Continue 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 instructional materials (total of 3 grades/classes). - Continue responsibilities from previous week. Set up mid-term evaluation with cooperating teacher, supervisor, and teacher candidate.
4 Mid-Term Evaluation Done This Week	- Teaching of three classes/grade levels. - Ongoing daily responsibilities.	- Takeover of one additional grade level/class including lesson plans and instructional materials (total of 4 grades/classes). - Continue responsibilities from previous week.
5	- Teaching of four classes/grade levels. - Ongoing daily responsibilities.	- Takeover of one additional grade level/class including lesson plans and instructional materials (total of 5 grades/classes). - Continue responsibilities from previous week.
6	- Full takeover of teaching load. - Ongoing daily responsibilities.	- Continued lesson preparations including all materials and instructional materials. - Continued responsibilities from previous week.
7	- Full takeover of teaching load. - Ongoing daily responsibilities.	- Continued lesson preparations including all materials and instructional materials. - Continued responsibilities from previous week. - Set up final evaluation meeting with cooperating teacher, supervisor, and teacher candidate.
8 Final Evaluation Done This Week	- Finish up units of teaching and return classes to the cooperating teacher.	- Return all borrowed materials. - Clean up and organize workspace. - Enter final grades and/or return corrected work. - Debrief with cooperating teacher regarding lessons for upcoming week if unites are not completed.

APPENDIX D: **Student Teaching Takeover Planning Sheet – Blank**

Week	Responsibility	Preparation
1		
2		
3		
4		
5		
6		
7		
8		

Week	Responsibility	Preparation
9		
10		
11		
12		
13		
14		
15		
16		

	Below Standard	Developing	Proficient	Score/Level
1. Rapport and positive social interactions [ESSENTIAL ITEM]	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Performance:** 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.			
2. Respect for student diversity [ESSENTIAL ITEM]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Performance:** 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.			

	Below Standard	Developing	Proficient	Score/Level
3. Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Performance:** 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.			
4. High expectations for student learning [ESSENTIAL ITEM]	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Essential Knowledge:** 3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.			
5. Communicating, reinforcing, and maintaining appropriate	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	

	Below Standard	Developing	Proficient	Score/Level
standards of behavior	**Standards** **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Performance:** 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.			
6. Promoting social competence and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self- regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self- regulate and take responsibility for their actions.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: **Indicator:** 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Performance:** 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.			
7. Routines and transitions appropriate to needs of students [ESSENTIAL ITEM]	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:			

	Below Standard	Developing	Proficient	Score/Level
	Indicator: 1c. Maximizing instructional time by effectively managing routines and transitions. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation. **Essential Knowledge:** 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.			
8. Content of lesson plan is aligned with standards [ESSENTIAL ITEM]	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.			
9. Content of lesson appropriate to sequence of lessons and appropriate level of challenge [ESSENTIAL ITEM]	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **USA- CAEP Accreditation Standards (2015)**			

	Below Standard	Developing	Proficient	Score/Level
	Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
10. Use of data to determine prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.			
11. Literacy strategies **[ESSENTIAL ITEM]**	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions			

	Below Standard	Developing	Proficient	Score/Level
	Indicator: 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.			
12. Strategies, tasks, and questions cognitively engage students **[ESSENTIAL ITEM]**	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry- based learning and application to other situations.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2b. Planning instruction to cognitively engage students in the content. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Essential Knowledge:** 8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.			
13. Instructional resources and flexible groupings support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2b. Planning instruction to cognitively engage students in the content. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions			

	Below Standard	Developing	Proficient	Score/Level
	Indicator: 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Performance:** 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.			
14. Criteria for student success	Does not plan criteria for student success and/or does not plan opportunities for students to self- assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2c. Selecting appropriate assessment strategies to monitor student progress. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Performance:** 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.			
15. Ongoing assessment of student learning **[ESSENTIAL ITEM]**	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 2: Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 2c. Selecting appropriate assessment strategies to monitor student progress. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.			

	Below Standard	Developing	Proficient	Score/Level
	Performance: 6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.			
16. Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3a. Implementing instructional content for learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.			
17. Content accuracy [ESSENTIAL ITEM]	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3a. Implementing instructional content for learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) their teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **Performance:** 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.			

	Below Standard	Developing	Proficient	Score/Level
18. Content progression and level of challenge **[ESSENTIAL ITEM]**	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat- appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3a. Implementing instructional content for learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Performance:** 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.			
19. Literacy Strategies	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3a. Implementing instructional content for learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Essential Knowledge:** 7(g) The teacher understands content and content standards and how these are organized in the curriculum.			
20. Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem- solving,	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking,	

	Below Standard	Developing	Proficient	Score/Level
		critical thinking and/or purposeful discourse or inquiry.	purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. **Performance:** 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.			
21. Instructional resources and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. **Essential Knowledge:** 5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.			

	Below Standard	Developing	Proficient	Score/Level
22. Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Essential Knowledge:** 7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.			
23. Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self- assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3c. Assessing student learning, providing feedback to students and adjusting instruction. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Performance:** 6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.			

	Below Standard	Devel oping	Proficient	Score/Level
24. Ongoing assessment of student learning [ESSENTIAL ITEM]	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	

	Standards
	    CT- Connecticut Common Core of Teaching (2014)
	    Domain: 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
	    Indicator: 3c. Assessing student learning, providing feedback to students and adjusting instruction.
	    USA- CAEP Accreditation Standards (2015)
	    Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
	    Standard: Candidate Knowledge, Skills, and Professional Dispositions
	    Indicator:
	    1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
	    USA- InTASC Model Core Teaching Standards (2011)
	    Standard: Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	    Performance:
	    6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.			

25. Feedback to students [ESSENTIAL ITEM]	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	

	Standards
	    CT- Connecticut Common Core of Teaching (2014)
	    Domain: 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
	    Indicator: 3c. Assessing student learning, providing feedback to students and adjusting instruction.
	    USA- CAEP Accreditation Standards (2015)
	    Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
	    Standard: Candidate Knowledge, Skills, and Professional Dispositions
	    Indicator:
	    1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
	    USA- InTASC Model Core Teaching Standards (2011)
	    Standard: Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	    Performance:
	    6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.			

26. Instructional adjustment	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	

	Below Standard	Developing	Proficient	Score/Level
[ESSENTIAL ITEM]	**Standards** **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 3: Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: **Indicator:** 3c. Assessing student learning, providing feedback to students and adjusting instruction. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **Performance:** 6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.			
27. Teacher self-evaluation and reflection and impact on student learning [ESSENTIAL ITEM]	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4a. Engaging in continuous professional learning to impact instruction and student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Essential Knowledge:** 9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on their practice and to plan for adaptations/adjustments.			
28. Response to feedback [ESSENTIAL ITEM]	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:			

	Below Standard	Developing	Proficient	Score/Level
	Indicator: 4a. Engaging in continuous professional learning to impact instruction and student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Performance:** 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.			
29. Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4a. Engaging in continuous professional learning to impact instruction and student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Performance:** 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.			
30. Collaboration with colleagues	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning. **USA- CAEP Accreditation Standards (2015)**			

	Below Standard	Developing	Proficient	Score/Level
	Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Performance:** 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.			
31. Contribution to professional learning environment [ESSENTIAL ITEM]	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Consistently makes ethical decisions and adheres to professional standards.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Critical Disposition:** 9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.			
32. Ethical use of technology [ESSENTIAL ITEM]	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4b. Collaborating to develop and sustain a professional learning environment to support student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:**			

	Below Standard	Developing	Proficient	Score/Level
	1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. **Performance:** 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.			
33. Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **Performance:** 10(c) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.			
34. Family and community engagement	Does not utilize opportunities to communicate productively with families about student academic or behavioral performance.	Utilizes available opportunities to communicate with families about student academic or behavioral performance and participates in required reports and conferences.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility.			

	Below Standard	Developing	Proficient	Score/Level
	USA- InTASC Model Core Teaching Standards (2011) **Standard:** Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **Performance:** 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.			
35. Culturally responsive communications	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	
	Standards **CT- Connecticut Common Core of Teaching (2014)** **Domain:** 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by: **Indicator:** 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning. **USA- CAEP Accreditation Standards (2015)** **Area:** Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE **Standard:** Candidate Knowledge, Skills, and Professional Dispositions **Indicator:** 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)4 in the following categories: the learner and learning; content; instructional practice; and professional responsibility. **USA- InTASC Model Core Teaching Standards (2011)** **Standard:** Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **Performance:** 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.			

APPENDIX F: Sample Observation Excerpts

(Submitted to Taskstream)
Evaluation Results
Requirement: Student Teaching Observations: Observation 3

> ♀ This work has already been evaluated and released to the author. Use the tabs to the top right to view the evaluation report and work.

Evaluation Results

Requirement : Student Teaching Observations: Observation 3

AUTHOR: ██████████████

EVALUATED BY: █████████ (evaluator's name is not visible to author)

DATE EVALUATED: ██████████ 09:39:07 PM (EDT)

DRF TEMPLATE: *████_Student Teaching Program ████████████

PROGRAM: ████████_Student Teaching Evidence_████████████

EVALUATION METHOD : Using Rubric

FINAL SCORE

2.71 (out of 3)

💬 **GENERAL COMMENTS:**

Good use of technology though it was a little slow getting that going. You are using the TL more for instructions and that's great.

The ████████████ was very effective. Questions were student-led, supported by visuals so they could choose their answer without help. The activity offers differentiation, negotiation of meaning, choice.

The Nearpod had very effective moments. Did you do the listening comprehension with the questions? It was nicely structured -- going from multiple choice to more choice and open answers (they had to write out their answers). You used the anonymous answers very well to give generalized feedback after the questions.

Work on:
1) timing and pacing (using a timer, reminders),
2) staying in the TL and using more varied techniques to ensure comprehensible input (see list in the observation sheet).

Detailed Results

(Rubric used : ████████████ **Observation Rubric)**

INSTRUCTION: ST KEEPS AN ADEQUATE PACE AND TRASITIONS SMOOTHLY BETWEEN THE SEGMENTS OF THE LESSON		
3. TARGET	2. DEVELOPING	1. UNSATISFACTORY

CRITERION SCORE:

2.00

COMMENTS ON THIS CRITERION:

Use a timer and remind students how much more time they have. Do not let activities drag on. Off-task behaviors increased during the extra time provided.

How can you keep students who have finished their work meaningfully engaged?

ASSESSMENT: HOW DOES THE TC USE MULTIPLE MEASURES TO ANALYZE STUDENT PERFORMANCE AND TO INFORM SUBSEQUENT PLANNING AND INSTRUCTION?		
3. TARGET	2. DEVELOPING	1. UNSATISFACTORY

CRITERION SCORE:

2.00

COMMENTS ON THIS CRITERION:

Guided note sheet included a variety of response options: fill in the blank, short answer explanations, drawings/models, fill in tables, labeling drawings/models, etc. This enabled TC to quickly assess student understanding and see the depth of understanding in the written responses.

Having one student come up and draw the image can be effective, but not if all students are waiting while one student is doing this. Can you ask a student to do this at the end of the work time rather than taking up 'sharing' time? If not, what should other students be doing while one student is on the board drawing the responses?

COMMUNICATION: HOW EFFECTIVELY DOES THE TC COMMUNICATE?		
3. TARGET	2. DEVELOPING	1. UNSATISFACTORY

CRITERION SCORE:

3.00

COMMENTS ON THIS CRITERION:

[TC] appears to be gaining confidence in their teaching. Their voice volume is getting louder and more certain (less questioning).

Students appeared comfortable discussing the lesson vocabulary and worked hard to distinguish between verb tenses. Some students continued to get confused a bit, but they were willing to use the language, and approximate definitions and understandings, demonstrating the willingness to take risks academically.

APPENDIX G: Focus Form

Focus Form
Office of School ~ Community Partnerships
Central Connecticut State University
Student Teaching Support ~ Identified Areas of Focus

Teacher Candidate _____   Discipline _____

Cooperating Teacher _____   School _____

University Supervisor _____   Date _____

Identified Areas Needing Immediate Focus:

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

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

Area 1

_____
_____
_____

Area 2

_____
_____
_____

Area 3

_____
_____
_____

Support Strategies for the Teacher Candidate (List Below):

1. _____
2. _____
3. _____
4. _____

Additional Observation by:

    ☐ University Supervisor

    ☐ Office of School ~ Community Partnerships

    ☐ Other

The areas of focus will be reevaluated by (date) _____.

Next steps may include, but are not limited to:
☐ Additional Focused support ☐ Student Teaching Contract ☐ Meeting with OSCP and/or academic department The cooperating teacher may exercise their right to terminate the placement prior to the date listed above.

APPENDIX H: Teacher Candidate Improvement Plan

<div align="center">

Office of School ~ Community Partnerships
Central Connecticut State University
Teacher Candidate Improvement Plan

</div>

Focus – List the area(s) of concern:

Support – What supervisory support is needed to address the area(s) of concern?

    Cooperating Teacher –

    University Supervisor –

Teacher Candidate Responsibility – What steps/actions must be taken by the teacher candidate to address the area(s) of concern? To what standard must these steps/actions be completed?

Timeline – Set due dates for specific tasks to be completed. *The timeline should stay within two (2) weeks.*

Target Date – When will the teacher candidate's progress be reassessed?

Next Steps – If the above timeline is not met and/or the teacher candidate's progress is not sufficient, what will occur? (Set a new contract, removal from placement, etc.)

_____   _____   _____   _____

Teacher Candidate   University Supervisor   Cooperating Teacher   Date

Copies to:
Teacher Candidate
University Supervisor
Cooperating Teacher
Office of School ~ Community Partnerships

The cooperating teacher may exercise their right to terminate the placement at any tine during the student teaching semester.

APPENDIX I: Teacher Candidate Improvement Plan - SAMPLE

<div align="center">

Office of School ~ Community Partnerships
Central Connecticut State University
Teacher Candidate Improvement Plan

</div>

Focus – List the area(s) of concern:
1. Planning
2. Instruction
3. Professionalism

Support – What supervisory support is need to address the area(s) of concern?

Cooperating Teacher –
• The CT will monitor and approve all lesson plans prepared by the TC.
• The CT will model appropriate instructional techniques and give feedback to the TC on strategies chosen and used in instruction.
• The CT will communicate regularly with the TC on professional matters.
• The CT will provide feedback to the US regarding areas of focus outlined in this contract.

University Supervisor –
• The US will conference regularly with the TC.
• The US will conduct additional observations.
• The US will arrange for Coordinator of Office of School-Community Partnerships to observe a lesson taught by the TC.
• The US will elicit feedback from CT regularly

Teacher Candidate Responsibility – What steps/actions must be taken by the teacher candidate to address the area(s) of concern? To what standard must these steps/actions be completed?

Planning:
1. The TC will prepare complete lesson plans 2 days ahead of time. Plans must be submitted to the CT for feedback. If revision is necessary, the TC will revise and submit plans for the CT's approval before teaching. The CT must have proper time to review the written plans. All plans must be organized by the TC. Failure to complete lesson plans with 2 days advance notice will result in the TC losing the privilege of teaching that lesson.
2. All lesson plans must include accommodations to address the needs of the diverse students in the classroom.
3. Materials must be prepared prior to instruction, so that students have immediate access to instructional materials that meet their needs.
4. The teacher candidate will demonstrate their responsibility in planning by providing the CT with a copy of the weekly lesson arrangements, with lessons that they will teach highlighted.
5. The TC will prepare ahead of time copies of the specific plan, student materials needed, overhead transparencies, posters, and any other teaching materials that are needed. This must be done before 8:45 am of the teaching day.

Instruction:
The TC will include in their instruction, techniques to monitor, adjust and engage students as modeled by the CT. These techniques include but are not limited to:
1. circulating around the room to monitor student focus
2. asking students to help read materials presented in class
3. modeling good oral reading
4. assisting special education students to track while oral reading is being done by classmates

5. refocusing students by asking them to identify locations while reading
6. model and give guided practice when introducing new learning techniques, i.e.: highlighting main ideas in paragraphs.
7. making materials for students requiring instruction, i.e.: having multiple choice answers instead of narrative, limiting the number of questions, etc. 8. use of the think aloud strategy68

Professionalism:
1. The teacher candidate will take the initiative in seeking information and integrating feedback from the cooperating teacher.
2. The teacher candidate must be actively engaged with students in the classroom at all times. They may not use class time for independent work.
3. The teacher candidate must adhere to the schedule set by the cooperating teacher, i.e.: arrival at school, being on time for meetings, etc.
4. The teacher candidate must take the initiative in maintaining honest, open communication between members of the teacher preparation team.

Timeline – Set due dates for specific tasks to be completed. *The timeline should stay within two (2) weeks.*

   • Progress will be noted for all specific items in the contract by the date stipulated

Target Date – When will the teacher candidate's progress be reassessed?
   • Assessment will be ongoing throughout the terms of the contract.
   • Observations will be conducted by US.
   • An observation will be conducted by the Coordinator of OSCP at a mutually convenient time.
   • A meeting will be held on November 17 to determine if terms of the contract have been met by the teacher candidate.

Next Steps – If the above timeline is not met and/or the teacher candidate's progress is not sufficient, what will occur? (Set a new contract, removal from placement, etc.)

   • If the terms of this contract have not been met by the teacher candidate, the placement may be terminated.

_____   _____   _____   _____
Teacher Candidate   University Supervisor   Cooperating Teacher   Date

Copies to:
Teacher Candidate
University Supervisor
Cooperating Teacher
Office of School ~ Community Partnerships

The cooperating teacher may exercise their right to terminate the placement at any tine during the student teaching semester.

APPENDIX J: Cooperating Teacher Feedback Form
Office of School ~ Community Partnerships
Cooperating Teacher Feedback Form

Cooperating Teacher		Teacher Candidate	
University Supervisor		Date	

Teacher Candidate's Progress – Please check the appropriate box.

Indicators	Appropriate Progress	Some Progress	No Progress	Not Applicable
Classroom Management				
Planning				
Instruction				
Assessing and Adjusting				
Communication				
Professionalism				
Student Diversity				
Self-Evaluation and Reflection				

Teacher Comments

List primary responsibilities for teacher candidate next week.

☐ Immediate contact by university supervisor requested regarding:

APPENDIX K: Sample Letter to Teacher Candidate and Cooperating Teacher

TO: Teacher Candidate
CC: Cooperating Teacher
FROM:
DATE:
RE: Student Teaching Experience, Spring 202_

Congratulations on beginning your student teaching experience! For the next 16 weeks you will have the opportunity to put into practice several of the ideas you've developed during your teacher preparation program. This practice teaching is possible because of the relationship between participating communities, the university, and primarily the cooperating teacher who has agreed to share their knowledge and expertise. My role as university supervisor is to assist, support and guide you, as well as facilitate communication between you and your cooperating teacher. I am looking forward to this as an enjoyable, rewarding experience for all of us on the teacher preparation team.

As we begin this process together, I would like to share some common suggestions to guide us through the next several months.

Positive Beginnings
Be punctual. Set a positive tone by being on or ahead of time for assignments, meetings, and duties.
Be organized. Make sure that you organize time, space, and materials wisely. Set up a 3-ring binder or shared virtual folder for lesson plans and materials. Include a copy of the Student Teaching Planning Sheet, which can be an on-going record of your takeover, responsibilities, and plans.
Observe and take notes. Watch your cooperating teacher carefully and take notes on what you see. Remember that it is your cooperating teacher's classroom and while you will be given the opportunity to grow and experiment, the foundation for the year is set during the first few weeks of school.
Pace classroom takeover. The Student Teaching Handbook provides excellent guidelines for the assumption of activities and responsibilities.
Build in regular conference times. One excellent tool is a communication journal used by both the teacher candidate and cooperating teacher. It can be separate or combined with the lesson plan journal.
Keep communication open and current. My email is xxx.xxxx@ccsu.edu. My cell is 860-xxx-xxxx. The quickest way to contact me is via text. I plan to communicate weekly with both of you.

School Visitations/Observations
Initial visit. The purpose of my initial visit is to meet both the cooperating teacher and the teacher candidate in the school setting. This will be a short, informal visit during which we can get to know each other professionally. This would be a good time to introduce me to the school principal and office staff, as well. This meeting will be at the convenience of the cooperating teacher and should take place within the next two weeks. Please also provide a copy of the weekly schedule of activities at this initial visit.

Subsequent visits/observations. The first observation will be during the third week of the placement. Weekly observations will be conducted until at least mid-term. At the mid-term conference, we will determine the subsequent time frame for observations for the remainder of the semester.

I plan to arrive 15-20 minutes prior to lesson observations to review the lesson plan and, if possible, meet with you for a pre-conference. Though you will have sent me electronic copies for review, please have a folder with a copy of the plan

and any relevant handouts or materials that you plan to use. As I am interested in the cooperating teacher's opinion/evaluation of the lesson, please also provide copies for them.

Please notify the school office about my visitation days and times so that they will expect me. You may leave your plan folder with the secretary in the office. Please arrange for a place for me to review the plan, and if possible, have a pre-conference with you. In the classroom, make sure that I have a place to take notes during your lesson.

Plan on meeting with me for a post conference after every lesson observation. Reflecting on the lesson is an important part of the learning process. Be sure to have a place set up ahead of time where we can have a private conversation. You will always receive a copy of the observation for your records. All feedback will also be uploaded to Taskstream. For each observation, you will need to upload your lesson plan into Taskstream.

Evaluations
There are two additional times during the semester that all three of us should meet.

Eight Weeks Mid-term Evaluation. The purpose of the mid-term evaluation is to provide an overall appraisal of the teacher candidate's performance at the mid-point of the semester and determine areas of focus for the remaining eight weeks. It is also a reflective tool for the teacher candidate. My suggestion is that each member of the team goes through the instrument and evaluate according to the indicators. Then we will meet to prepare the final document which will be input into Taskstream.

Sixteen Weeks Final Evaluation. The purpose of the final evaluation is to provide an overall appraisal of the teacher candidate's progress in relation to the performance indicators of a beginning teacher. This is a collaborative effort by the university supervisor and the cooperating teacher who will meet to prepare the evaluation. The teacher candidate will also complete a copy of the final evaluation as an exercise in self-assessment for reflection. The completed evaluation will be shared with the teacher candidate during a conference attended by all members of the teacher preparation team. The university supervisor will complete the final evaluation in Taskstream.

Positive Endings
Be an active member of the school community. Whenever possible, involve yourself in school activities, events, open house nights, workshops, professional development, and parent conferences. This will help you experience the reality of teaching.
Invite as much feedback as possible not only from your cooperating teacher but also from other staff members as well as fellow teacher candidates. Invite the principal into the classroom to observe a lesson. Ask them for feedback and a letter of recommendation for your portfolio.
Become a part of the professional staff as soon as possible. Follow the calendar, schedule, dress, and behavior code of the teachers in your school.
Keep your attitude, demeanor, and actions above reproach at all times. Ask questions! Take the initiative. Make the most of this opportunity to learn. Smile!
Ask for help and support. Good teachers share ideas and strategies. Don't be afraid to take risks. Try out those ideas!
Consider videotaping yourself during the semester. This is an excellent tool from which to grow. It allows you to "see yourself as others see you."
Write thank you letters to your cooperating teacher and school principal upon completion of the student teaching experience.