



**CENTRAL CONNECTICUT STATE UNIVERSITY
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES**

Information and Resources

Student Teaching Handbook



Preparing Educators for Tomorrow – Today

**Spring 2022
Office of School-Community Partnerships**

Quick Tips for Student Teaching

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

- **Get 3 or 4 copies of original transcripts** from each of the institutions you attended sent to you in a sealed and documented envelope. You will be able to use one set of transcripts to make copies for your job. You will use one set of transcripts to accompany your certification request. You will need the third set when you are offered a position in a district. You must wait to obtain your CCSU transcript until grades are posted at the end of the semester.
- **Apply for certification** and drop off your application to the certification office in the School of Education and Professional Studies. – Please see the “Steps to Certification” outline in the *Professional Resources* section of this handbook.
- **Obtain letters of recommendation** from teachers, administrators, or professionals in previous field experiences or related teaching experiences. You will need a set of letters of recommendation if you apply for a substitute position at the end of the semester. Don't forget to follow-up with a thank-you note for the recommendation.
- **Revise an essay about education.** During previous semesters, you have written essays about education. Consider revising one of the essays and using it in your job portfolio.
- **Begin to prepare your job portfolio.** Pull out key pieces from other courses that seem relevant to your philosophy of education. Consider assignments this semester as opportunities for your job portfolio. Don't be confused as the word “portfolio” means different things to different instructors. Your job portfolio is a collection of your best and most original work that demonstrates who you are as a teacher. Often, this type of work is collected through the student teaching seminar you take while student teaching.

Office of School-Community Partnerships

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Barbara Budaj, Coordinator
<http://www.ccsu.edu/oscp>

This handbook serves as the syllabus for student teaching. Individual program areas may provide an additional syllabus.

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

The CCSU Blueprint for Spring 2022 can be found here:

<https://www.ccsu.edu/blueprint/index.html>

Taskstream

All students within the School of Education and Professional Studies and those in programs leading to teacher certification are required to submit electronic evidences at various points in their training. Therefore, a Taskstream account is required for all students, including those in student teaching.

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

Affirmative Action Policy

Central Connecticut State University is committed to a policy of non-discrimination, equal opportunity and affirmative action for all persons regardless of race, color, religious creed, sex, sexual orientation, age, national origin, marital or veteran status or disability, in accordance with state and federal laws. This policy is applicable to all employment practices, admission of students, programs and services to students, faculty, staff and the community. The University's affirmative action policy seeks to include persons of color, women, veterans and persons with disabilities in its educational programs and in all job groups of its work force. Further information is available from the Office for Equity and Inclusion , located in Davidson Hall 119 (860-832-1652).

School of Education and Professional Studies

Contact Information

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Introduction

Dear Teacher Candidate:

Welcome to a very exciting semester. We know that this semester will prove invaluable as you begin your student teaching and take another step towards a career as an educator. Due to the COVID-19 pandemic Connecticut Public School Opening Plans will vary considerably from district to district, school to school and classroom to classroom. All teacher candidates must adhere to the CCSU Blueprint for Safe Opening <https://www.ccsu.edu/blueprint/index.html> as well as the district policies for the school district in which their student teaching will take place.

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

The success of the student teaching semester will depend on the cooperative efforts of many people. Our hope is that the teacher candidate, cooperating teacher, and the university supervisor will form a triad with closely connected goals – all resulting in a positive and memorable student teaching experience. Ideally, all participants work collaboratively in order to facilitate successful student learning. It is intended that K-12 schools, the University, and the teacher candidate will benefit from this cooperative learning experience.

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

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

Barbara Budaj

Coordinator, Office of School-Community Partnerships



Spring 2022

**Student Teaching Calendar
(subject to change)**

Teacher Candidate Orientatio

Virtual meeting January 12 – 4:30 p.m.

edTPA Orientation

Virtual Meeting January 25th from 4:30-6:00 pm

Student Teaching Dates:

January 19-May 13

Mission Statement

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

- Serve in the region, the state, and the nation;
- Apply principles of learning and assessment through a variety of technologies to guide our own best practice and that of practitioners in the profession;
- Develop knowledge, skills, and dispositions necessary for professional practice and community service through learning experiences that are rich in diversity of perspectives, values, attitudes, and beliefs and that are enhanced by active reflection.

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

Diversity Statement

The Office of School-Community Partnerships at Central Connecticut State University provides quality student teaching experiences preparing teacher candidates to meet the needs of all learners in a global society. Student teaching placements will be secured in diverse settings, offering teacher candidates the opportunity to engage 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.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

- (1) The professional educator, in full recognition of their obligation to the student, shall:
 - (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
 - (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
 - (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
 - (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
 - (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
 - (F) Assist students in the formulation of worthy, positive goals;
 - (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
 - (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

- (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

- (1) The professional educator, in full recognition of their obligation to the profession, shall:
 - (A) Conduct himself or herself as a professional realizing that their actions reflect directly upon the status and substance of the profession;
 - (B) Uphold the professional educator's right to serve effectively;
 - (C) Uphold the principle of academic freedom;
 - (D) Strive to exercise the highest level of professional judgment;
 - (E) Engage in professional learning to promote and implement research-based best educational practices;
 - (F) Assume responsibility for their professional development;
 - (G) Encourage the participation of educators in the process of educational decision-making;
 - (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
 - (I) Encourage promising, qualified and competent individuals to enter the profession;
 - (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
 - (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
 - (M) Promote and maintain ongoing communication among all stakeholders; and
 - (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
 - (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
 - (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
 - (C) Consider the family's concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process. -

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of their obligation to the student, shall not:

- (A) Abuse their position as a professional with students for private advantage;
- (B) Discriminate against students.
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of their obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- (C) Misrepresent their or another's professional qualifications or competencies;
- (D) Sexually, physically or emotionally harass or abuse district employees;
- (E) Misuse district funds and/or district property; or
- (F) Engage in any misconduct which would impair their ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

- (A) Exploit the educational institution for personal gain;
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- (C) Knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties

All teacher candidates are required to adhere to the Connecticut State Department of Education Code of Professional Responsibility for Educators.



The Student Teaching Component—A Capstone Event

A key aspect in the Teacher Preparation Program is the student teaching component. Student teaching is a time to continue gaining knowledge about the teaching and learning process. It is an opportunity to combine theoretical perspectives with the realities of situated classroom practices. In order to do this, the university looks to its university supervisors, cooperating teachers, and participating schools to serve as facilitators of this essential, continued learning. It is only through a collaborative relationship among supervisors, teachers, and districts that we ensure our teacher candidates will connect the program's knowledge base and theoretical and research-based orientation to their practical experiences in schools and in communities that surround schools.

Some Things to Know

- The teaching assignment is for the full school day. The teacher candidates are expected to be at school during the same time period as the classroom teacher. The only reason a teacher candidate may be excused earlier than the end of a school day is to attend 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 schedule of the university.
- It is expected that the teacher candidates will attend after-school meetings, such as department or grade-level meetings, workshops, faculty meetings, as well as parent-teacher conferences, and after-school events unless it interferes with the seminar time, in which case permission must be granted by the university instructor. **Teacher Candidates may not leave early to coach or work.** The only exception would be to leave school at an appropriate time to attend the discipline's student teaching seminar.
- It is the responsibility of the teacher candidate to ask the cooperating teacher for evaluation conferences and suggestions for improvement on a regular basis. The university supervisor will facilitate this process, if requested to do so by the teacher candidate.
- The final grade in student teaching is the responsibility of the university supervisor although it is expected that the supervisor will confer with the cooperating teacher. The cooperating teacher and university supervisor are asked to evaluate the teacher candidate in terms of areas of strengths and areas of improvement. The final grade is submitted through the Banner system used by the university.
- On occasion, teacher candidates have been offered positions in districts starting before the end of the semester. However, the teacher candidate **must complete** their placement under the supervision of the cooperating teacher for the entire semester to successfully complete the professional program and to be recommended for certification.

Length of Student Teaching Placement

The length of time a student spends student teaching differs according to the individual program. Student teaching officially begins on the first day of the new semester. A calendar of start and end dates is included in the student teaching placement request as well as in this handbook. Should a

student require special considerations or accommodations with the placement's start or end date, the OSCP will contact the cooperating teacher to discuss the situation and follow up with a letter in writing.

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

Course Load During Student Teaching

Student teaching requires a full-time commitment. Prerequisite program courses must be satisfactorily completed prior to student teaching. During student teaching only those courses that are listed as concurrent requirements are permitted. Usually this is a one credit seminar that meets after the school day.

Students may not take additional courses.

Full-time Student Teaching Period

It is expected that the teacher candidate will fully take over the entire teaching load of the cooperating teacher for a minimum of two weeks.

NOTE:

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

For students in secondary education, we ask that teacher candidates be responsible for no more than 3 preps. If a special situation should occur where more than 3 preps are required, the cooperating teacher and supervisor should contact the Office of School-Community Partnerships.

Use of Teacher Candidates as Substitutes or Hires

Graduate and undergraduate teacher candidates **may not** serve as a substitute for the cooperating teacher or another teacher while 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 when the teacher candidate is taking over the class during the full-time take-over period.** Additionally, the teacher candidate cannot be hired by the district in any capacity while student teaching.

Teacher Candidates Left Alone in the Classroom

At some point during the student teaching experience, the cooperating teacher may leave the room for a period of time. This should 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 physically present or not.**

Teacher Candidates Absences

Teacher candidates are expected to maintain excellent attendance at their assigned placements. ***When a teacher candidate is absent for more than two days, 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 Office of School-Community Partnerships.

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

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

Weather-Related Absences

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

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

Activities Outside of School

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

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

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

Student Teaching Seminar

Most programs conduct a student teaching seminar that runs concurrently with student teaching. This is the only course a student may take during the student teaching semester. Although the specific objectives for the seminar may vary across programs, the main focus of the seminar is to reflect on the student

teaching experience. Often, the instructor will have specific assignments to assist with this process. **It is an essential and required part of the student teaching experience.**

edTPA SCORE REQUIREMENTS

In December 2016, following a successful two-year pilot involving several Connecticut Educator Preparation Providers (EPPs), the Connecticut State Board of Education (CSBE) officially adopted edTPA as a requirement for EPP program completion.

Beginning fall 2018, the completion of edTPA was required for all initial licensure teacher candidates enrolled in a CSBE-approved EPP program and completing student teaching. Beginning fall 2019, a passing score established by the CSBE is required for edTPA.

Developed for educators by educators, edTPA is a performance-based, subject-specific assessment and support system used by educator preparation providers (EPPs) to emphasize, support, and measure the skills and knowledge that teacher candidates need from day one to help all students in real classrooms learn.

Available in 27 licensure areas and used in more than 30 states, edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. edTPA's common architecture consists of three interconnected tasks embedded in clinical practice as shown the following image.

The Connecticut State Department of Education has adopted the following edTPA cut scores beginning fall 2019:

Due to the ongoing challenges presented by the COVID-19 Pandemic CSDE has waived the passing score for Spring 2022 Student Teaching. Teacher candidates must still submit the edTPA to PEARSON for national scoring and receive a numerical score.

Number of edTPA rubrics	Program	Passing Score
13 rubrics (65 possible points)	Word Language	32
15 rubrics (75 possible points)	Art English History/Social Studies Mathematics Music Physical Education Special Education Technology Education TESOL	37
18 rubrics (90 possible points)	Elementary	44



Recommended Timeline for edTPA Completion

Helps teacher candidates pace the project

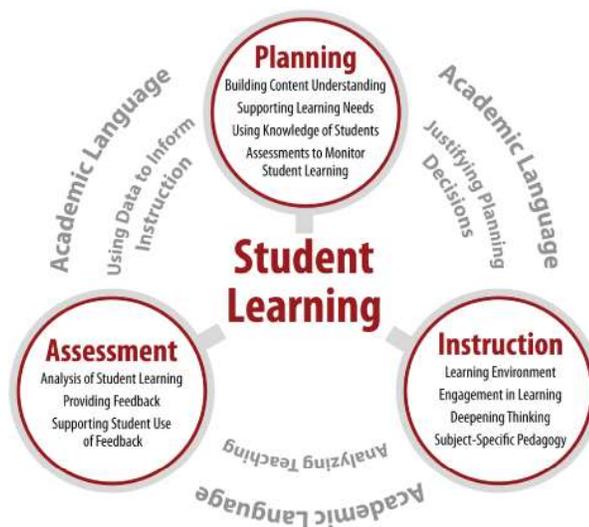
Weeks 1-3: Task 1 & supporting logistical tasks

Weeks 4-6: Task 2, Teach and video-tape learning segment

Weeks 7-9 Complete Tasks 2 & 3

No Later than Week 10: Elementary Mathematics Task 4 - Completed

Week 11-12: Submit to Pearson for scoring



What does the edTPA process look like?

- **Plan for the learning segment (Task 1)**
- **Teach the learning segment...**
 - Collect evidence of instruction (videos)
 - Collect evidence of assessment (student work samples)
- **Create edTPA Task 2 (Instruction) & Task 3 (Assessment)**

Supervising Faculty Should:

- Understand structure of edTPA portfolio
- Understand expectations of edTPA rubrics
- Know teacher candidate's preparation experiences
- Know supports available to teacher candidates
- Know the appropriate feedback guidelines

Helpful Support Materials

- edTPA Support Guide (Making Good Choices)
- edTPA-Guidelines-for-Acceptable-Candidate-Support-2016-final
- Review guides
- Completion checklists
- Video guide
- Registration & submission guides

The Professional Teacher Candidate

Responsibilities of the Teacher Candidate as a Professional

The teacher candidate must:

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

Suggestions for Success in Student Teaching

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

Be tactful

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

Be punctual

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

Be involved

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

Be responsible

- In case you will be absent, notify, in advance, the principal of the school and/or the cooperating teacher as well as your university supervisor. Your cooperating teacher must have copies of your lesson plans so that learning is not interrupted for the students on the day you are absent.
- Absence should be only for serious reasons such as a death in the family or serious illness, or observance of a religious holiday. Reasons other than these must be discussed with the coordinator of

OSCP. The OSCP may extend your student teaching experience if your absences exceed two days for any reason.

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

Expectations for professional standards of appearance and behavior

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

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

Voicemail messages: please be sure that your outgoing message is professional and succinct.

Email user names: the name you choose may give a different impression of you than you would like. What is appropriate for a college student may not be appropriate for a beginning professional.

Facebook and other social media: be careful what you post, and check other users' comments about you. Be aware that many potential employers are now reviewing social networking sites in performing background checks. *Additionally, do not upload pictures or videos of children, even if you have signed permission from parents.*

Social Media Overview

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

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

Definitions

The rapid speed at which technology continuously evolves makes it difficult, if not impossible, to identify all types of current social media in this document.

Thus, the term Social Media includes a variety of online tools and services that allow users to publish content and interact with their audiences. By way of example, social media includes:

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

The Importance of Professional Conduct

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

Inappropriate Social Media Use

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

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

Rules Concerning District-Sponsored Social Media Activity

1. A teacher candidate must seek prior approval from their cooperating teacher and/or supervisor when their students use social media as an educational tool or in relation to extracurricular or district programs.
2. A teacher candidate may not link a district-sponsored social media page to any personal social media sites or sites not sponsored or approved by the school district.
3. A teacher candidate may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the school district in which they are working.

Rules Concerning Personal Social Media Activity

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

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

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

Appearance

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

Appropriate Clothing

1. Teacher candidates must wear clean, neat, and un-torn attire.
2. All clothing should be modest and not excessively short, tight or revealing.
3. Footwear (shoes, boots, and sandals) should complement professional attire.



Appropriate Grooming

1. Personal hygiene is very important when working closely with students and with school employees. Odors or perfumes and fragrances should be avoided, particularly because of possible allergic reactions.
2. Hair should be clean and neat and facial hair must be trimmed and groomed.

Inappropriate Clothing

1. Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity are not permissible.
2. Any excessively tight or form-fitting article of clothing is not considered professional dress.
3. Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter-tops, low-cut garments, short shirts and flip-flops are considered inappropriate dress.
4. Tattered, frayed, ripped or excessively worn and faded clothing are not considered professional dress.
5. Transparent, translucent or sheer clothing may not be worn.
6. Clothing associated with gang activities including athletic jerseys and headgear which may be associated with gang affiliation are not permissible.
7. Clothing that bares any part of the mid-section, even if the mid-section is bared unintentionally, is not acceptable.
8. Any portion of the teacher candidate's underwear or under-garments shall not be visible at any time, even when bending or reaching up.

The only exceptions to the above rules occur for those teacher candidates who are engaged in physical education or technology education activities which might require appropriate attire for specific applications.

(adapted from the Teacher Education website, Eastern New Mexico University, Portales, NM: <http://www.enmu.edu/academics/undergrad/colleges/edtech/teacher-education/TEP%20dress%20code.htm>)

Confidentiality

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

Health Awareness Notice

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

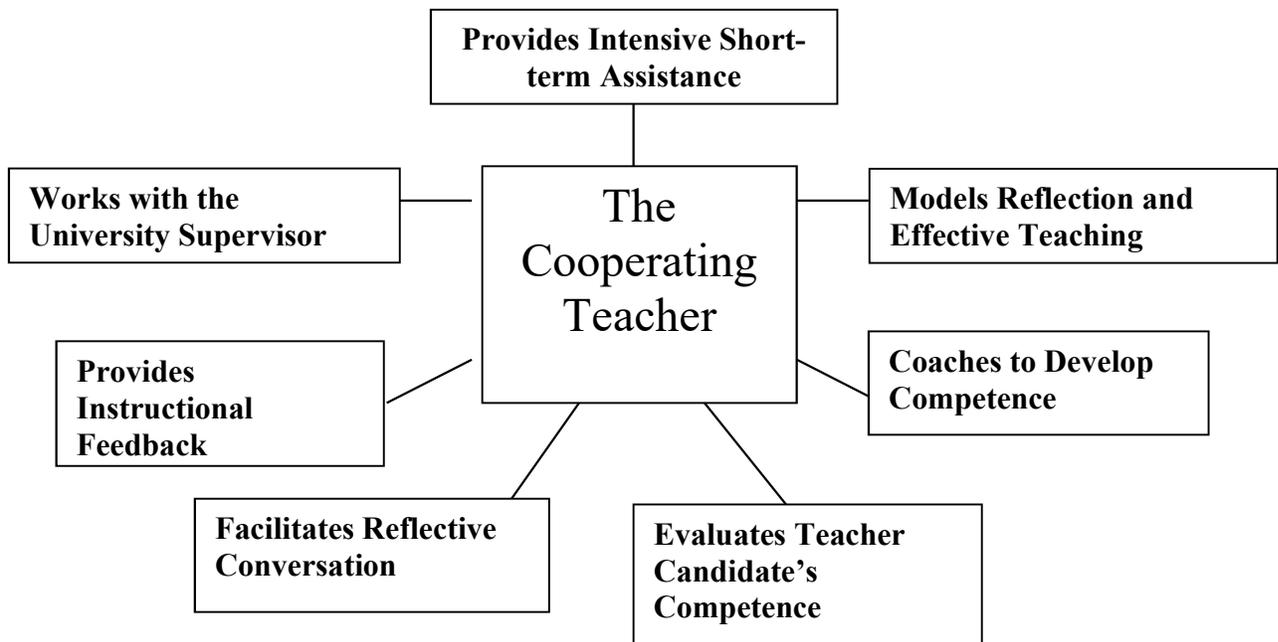
The Teacher Preparation Team

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



Who is a Cooperating Teacher?

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



What is the role of the Cooperating Teacher?

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

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

The University Supervisor

Who is a Supervisor?

A supervisor is the university representative who is responsible for supervising the experience of a teacher candidate or a group of teacher candidates. The role of the supervisor is to provide on-site support and advice. The teacher candidate is still learning to teach and needs encouragement, reassurance, comfort, guidance, and instruction in specific skills.

What is the role of the University Supervisor?

- Assists the teacher candidate in the induction into the profession of teaching.
- Outlines the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visits the teacher candidate regularly, approximately **one visit for every ten days** of student teaching. During this time, the university supervisor provides systematic feedback to the teacher candidate by conducting a pre-conference, helping the teacher candidate select an area of focus for classroom observations and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference about the data collected during the observation. The university supervisor leads the teacher candidate in the process of analysis and reflection on one's teaching and its impact on student learning. **Whenever possible, three-way conferences involving the teacher candidate, the cooperating teacher, and the university supervisor are desirable.**

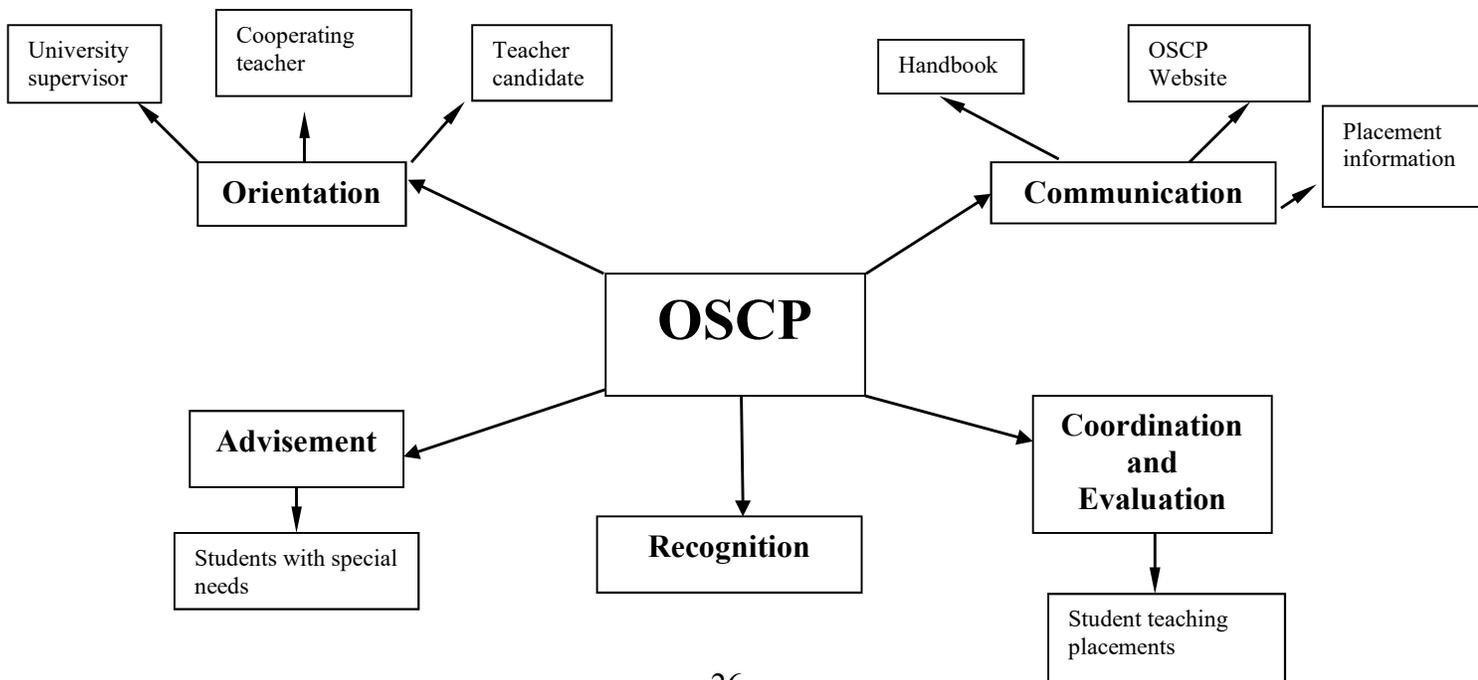


- Confers with the cooperating teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the teacher candidate.
- Helps build and maintain good relations between the schools and the university. They are considered a liaison to the university and therefore, needs to be knowledgeable of university policy and program procedures and requirements in one's teaching and its impact on student learning.
- Provides detailed expectations and requirements of student teaching.
- Supports the teacher candidate in preparing lesson plans, units, and a professional portfolio.
- Guides and advises the cooperating teacher in providing teacher candidates with as constructive and beneficial a student teaching experience as it is possible to achieve. As part of this role, the supervisor can arrange special meetings during the semester with the teacher candidates in the assignment, in order to help teacher candidates develop individual plans for future growth.
- Evaluates the teacher candidate on an on-going basis and provides objective documentation to support the assessment of specific areas of the teacher candidates' knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the teacher candidate's total experience.

The Coordinator of the Office of School-Community Partnerships

What are the roles and responsibilities of the OSCP?

The coordinator of the Office of School-Community Partnerships is responsible for the placement of teacher candidates in public schools of Connecticut. Currently, the coordinator places elementary education students as well as certification candidates in art, music, physical education, technology education, science, mathematics, modern language, history/social studies, English, TESOL, and special education. The Coordinator of OSCP is available to assist in facilitating a collaborative and positive working relationship among the teacher candidate, cooperating teacher, and university supervisor.



Starting Out



Introductory Phase of Student Teaching

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

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

During periods of observation, the teacher candidate should consider the following:

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

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

The following activities are suggested during the introductory phase:

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

Preparing for your University Supervisor Visits

Your university supervisor will be observing you regularly throughout the semester to provide you with invaluable formative feedback to support your growth and development as a Connecticut educator. The OSCP requests that supervisors observe at least once every ten days. Typically, supervisors set specific

dates and times that coordinate with your teaching schedule. Supervisors have the right to make unannounced visits as they deem appropriate. To help prepare for these important observations:

- Inform the school office that the supervisor will be visiting.
- Secure a private room or space for the post-observation conversation.
- Send the final lesson plan to the supervisor in the timeframe stipulated.
- Provide a hard copy of the lesson plan and related materials for the day of the observation.
- Have your lesson plan binder ready for your supervisor's review. Be sure all materials are clearly labeled.
- Provide a workspace for the supervisor to sit during the observation.
- Discuss with the cooperating teacher how you will address the presence of the supervisor with the students for the first visit.
- Provide a written reflection of the lesson to the supervisor no later than 8:00 p.m. of the day of the visit. A formal write-up of the observation will be provided to you and uploaded into Takstream no later than two working days after the observation.
- Be sure to have the next observation scheduled by the end of the visit.

Student Teaching Observations

*****Due to COVID-19 Pandemic, observations may be completed virtually.*****

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

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

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

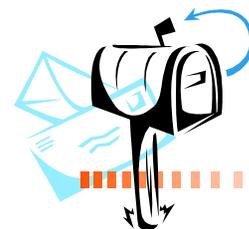
Student Teaching Takeover-Plan

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

The takeover of the classroom responsibilities should be gradual. Please refer to the section, *Full-Time Student Teaching*, for the minimum number of weeks a teacher candidate must assume responsibility for full-time teaching. The return of the teaching load should also be a gradual process with the cooperating teacher slowly assuming the teaching of the class. See the following pages for a sample of an appropriate “Take-over Plan.” A blank planning sheet can be found in the *Professional Resources* section of the Student Teaching Handbook.

Establishing Communication

A critical component to a successful student teaching experience is open communication. Although there may be periods during the day to discuss situations, plan with the cooperating teacher to have a regularly scheduled weekly conference. This “sacred” meeting time should be dedicated to planning for the week, discussing student concerns or insights, and to reflect on performance. It may be helpful to create a meeting agenda in order to use the time efficiently.



Some cooperating teachers and teacher candidates have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the teacher candidate as well as an ongoing dialogue between the teacher candidate and the cooperating teacher. Another option is to create a shared google folder and documents so that both individuals can have access to all feedback and commentary.

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

Observations

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

Suggestions for the Teacher Candidate's Introduction to Teaching Duties

These activities include:

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

Helpful Hints for Takeover

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

Co-Teaching Model

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

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

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

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

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

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

Student Teaching Takeover Planning Sheet

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

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

Week	Responsibility		Preparation	Preparation:
1	Elementary <ul style="list-style-type: none"> • Observe students. Learn names and 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. 	Secondary <ul style="list-style-type: none"> • Observe students. Learn names and learning profiles. • Assist individual students. • Become familiar with the curriculum for which you are responsible. • Observe other teachers in the discipline. • Assist with clerical routines. • Learn school policy and procedures. • Post work and assignments. • Meet building personnel. 	Elementary <ul style="list-style-type: none"> • 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 a data collection binder or use existing one started by the CT. 	Secondary <ul style="list-style-type: none"> • Get ready to take over one period. • Assist in administering assessments. • Check students' work. • Continue to work with individual students as needed. • Prepare grade book or become familiar with existing grading practices.
2	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist CT with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students, teach small groups. 	<ul style="list-style-type: none"> • Teach one period. • Check students' work. • Continue to post students' work. • Continue to assist with clerical routines. 	<ul style="list-style-type: none"> • Plan to teach one lesson a day. Discuss with CT as to topic/ content area. • Begin planning Exit Portfolio by choosing content area/ reviewing resources. • Continue responsibilities from Week 2. 	<ul style="list-style-type: none"> • Teach one period. If same content, begin to take over another section. • Continue responsibilities from Week 2.

Week	Responsibility:		Preparation	Preparation:
3	Elementary <ul style="list-style-type: none"> •Continue weeks' 1 and 2 activities. •Teach one lesson/day. 	Secondary <ul style="list-style-type: none"> •Teach one period. If same content area, begin teaching second period. 	Elementary <ul style="list-style-type: none"> •With the CT, choose a new content area to begin planning. •Plan when to videotape. •Discuss content area for exit portfolio and begin related tasks. 	Secondary <ul style="list-style-type: none"> •Begin planning for new prep. •If appropriate, begin another period of same content area. •Continue responsibilities from Week 3.
4	<ul style="list-style-type: none"> •Teach 1 or 2 lessons/day. •Continue with previous responsibilities and routines. •Fill out 4 week goal setting form. 	<ul style="list-style-type: none"> •Teach 2 periods of same content. •Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> •Continue work on exit portfolio. •Videotape lesson for self-reflection. •Begin preparing for new content area to be taken over. 	<ul style="list-style-type: none"> •Begin prep for new content area. •Continue with responsibilities from week 4.
5	<ul style="list-style-type: none"> •Teach 2 or 3 lessons/day. •Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> •Teach 2 periods of same content. •Begin teaching 1 period of new content area. •Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> •Continue previous work and responsibilities. •Prepare for new content teaching responsibility. 	<ul style="list-style-type: none"> •Continue with previous responsibilities and routines. •Begin prep for new content teaching responsibility.
6	<ul style="list-style-type: none"> •Continue previous responsibilities and routines. •Teach 3 or 4 lessons daily. 	<ul style="list-style-type: none"> •Teach new period. •Continue with previous week's teaching load. •Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> •Begin preparing for new content area to be taken over. •Continue exit portfolio work. •Continue previous responsibilities and routines. 	<ul style="list-style-type: none"> •Continue with previous responsibilities and routines. •Begin prep for new content teaching responsibility.

Week	Responsibility:		Preparation	Preparation:
7	Elementary <ul style="list-style-type: none"> • Teach new content area (~4 lessons daily). • Continue with assumed teaching responsibilities. • Continue with other previous responsibilities and routines. 	Secondary <ul style="list-style-type: none"> • Add additional courses not yet taught. • Continue with other assumed teaching responsibilities. • Continue with other routines and responsibilities. 	Elementary <ul style="list-style-type: none"> • Set up mid-term evaluation conference (week 8 with supervisor. • Plan take-over of any additional content areas not yet taught. 	Secondary <ul style="list-style-type: none"> • Set up mid-term evaluation conference (week 8 with supervisor. • Plan transition of other periods and preps not previously assumed.
8	<ul style="list-style-type: none"> • Participate in mid-term evaluation conference. • Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> • Participate in mid-term evaluation conference. • Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching
9	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching
10	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching
11	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Full-time teaching
12	<ul style="list-style-type: none"> • Full-time teaching • Fill out 12-week goal setting form 	<ul style="list-style-type: none"> • Full-time teaching 	<ul style="list-style-type: none"> • Classroom teacher gradually takes back teaching responsibilities. 	<ul style="list-style-type: none"> • 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.

Ongoing activities. The teacher candidate should:

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

Evaluation

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



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

- Evaluation and suggestions should be continuous throughout the teaching period.
- Criticism should be selective. Start with an area of growth that can most easily be improved quickly. Typically, classroom management should be addressed early in the experience since it takes time to gain expertise in this area.
- Use the conference after the lesson to praise good practice as well as to correct the particular aspects of the lesson that need changing.
- Remember the cooperating teacher helps the teacher candidate learn and it is only through trial and error that some learning can take place.
- Evaluate the effectiveness of the teacher candidate's work through the particular focus found in the Connecticut Common Core of Teaching.
- Document your suggestions and observations of the teacher candidate. Maintain a folder with your notes and other relevant material.
- Hold an informal daily feedback meeting with the teacher candidate. Hold a formal evaluation meeting on a weekly basis.
- Know and validate the teacher candidate's plans in advance of their teaching.
- Observe the teacher candidate's work in a variety of teaching situations.

- Analyze the work of the students in the class under the direction of the teacher candidate.
- Try to remain objective about the performance of a teacher candidate. Remember that if the teacher candidate is not successful, it does not mean you have failed in your role as cooperating teacher.

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

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

Taskstream Requirement

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

Prior to the end of the student teaching semester, teacher candidates are required to complete Feedback Surveys on the Cooperating Teacher, University Supervisor, and a Program Exit Survey. These surveys must be completed in Taskstream before a grade can be issued for the semester.

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

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

Proposed Grade Profiles

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



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

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

"A"

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

"B"

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

"C"

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

Essential Items

18 items on the evaluation instrument have been designated "Essential". These are the following:

1. Rapport and positive social interactions
2. Respect 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

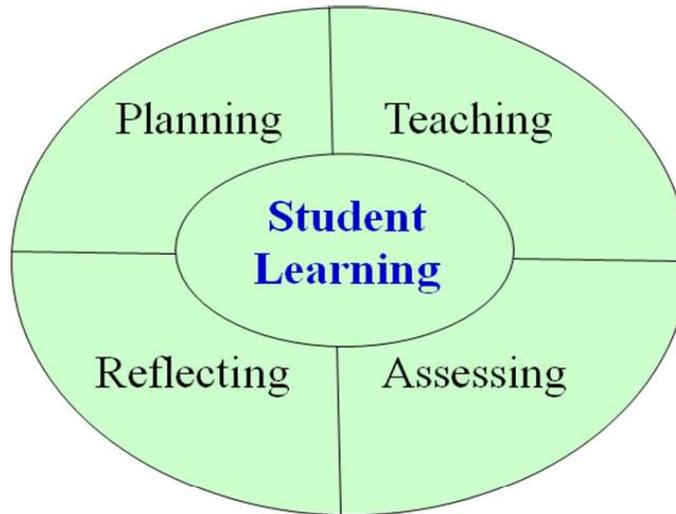
General Overview of the Indicators:

Proficient:	Indicator Fully Met
Developing:	Indicator Partially Met
Below Standard:	Indicator Not Met

- A** Teacher candidate must receive a score of proficient on at least 17 of the 18 essential items highlighted and have no items scored as below standard.
- A-** Teacher candidate must receive a score of proficient on at least 15 of the 18 essential items highlighted and have no items scored below standard.
- B** To earn a grade in the “B” range, the teacher candidate must receive a score of proficient on at least 10 of the 18 essential items highlighted and have no items scored as below standard.
- C** Teacher candidate may have no more than 1 item below standard to receive a “C”.
- F** A teacher candidate receiving more than 1 item below standard will receive an “F” for student teaching.

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

The Cycle of Reflective Teaching



Lesson Planning and Taskstream Requirement

The skill of planning out a lesson takes time and practice. Therefore, teacher candidates are expected to appropriately plan every lesson they teach. Lesson plans must be submitted to the cooperating teacher two days prior to implementation. This time frame is used in order to provide enough time to review the plans, provide feedback and allow the teacher candidate to make changes before teaching the lesson. *Failure to do so may result in a teacher candidate being removed from the placement.*

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

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

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 before they will be used.

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 as cooperative learning or inquiry/problem solving and not rely on one model (Direct Instruction) for all lessons. Use all available technology to support learning. Remember that audio-visual materials and internet sites need to be previewed before they are shown in class.

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

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

CCSU Lesson Plan Template

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 did you do well in planning and implementing this lesson?
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 document provides guidance to complete the lesson plan template, you do not need to submit it with your lesson plan for evaluation.

<p>I. Central Focus</p> <ul style="list-style-type: none"> What is the central focus for the content in this lesson? 	
<p>II. Content Standard(s)</p> <ul style="list-style-type: none"> What standard(s) are most relevant to the learning goals? 	
<p>III. Learning Objective(s)</p> <ul style="list-style-type: none"> What are the intended student learning outcomes for this lesson? What will students learn? <ul style="list-style-type: none"> 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? 	
<p>IV. Academic Language Objective</p> <ul style="list-style-type: none"> 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 language function do you want students to develop in 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? 	
<p>V. Assessments</p> <ul style="list-style-type: none"> 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? <p>Do you need to differentiate any assessments? If so, how will you do that?</p> <p>Evaluative Criteria</p> <ul style="list-style-type: none"> 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, note that here. 	
<p>VI. Key Vocabulary</p> <ul style="list-style-type: none"> 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 insure that students have the necessary understanding of these terms? Be sure that your attention to this is evident in the lesson plan’s learning tasks and materials. 	

<p>VII. Lesson Procedures/ Learning Tasks and Timeline</p> <p>Initiation (This may also be called the “anticipatory set.”)</p> <p>How will you start the lesson to engage and motivate students in learning and set the purpose for learning? To activate relevant prior knowledge?</p>		<p>VIII. Differentiation/ Planned Support</p> <p>How will you organize the learning tasks to address students’ individual and group needs and give all of them access to learning?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson? Consider:</p>
<p>Lesson Development</p> <ul style="list-style-type: none"> How will you link the new content (skills and concepts) to students’ prior academic learning and their personal/cultural and community assets? (See appended <i>UDL Guidelines</i>.) 		

<ul style="list-style-type: none"> • What will you do to engage students in developing understanding of the lesson objective(s)? (See appended <i>UDL Guidelines</i>.) • How will you give students the opportunity to apply and practice what they have learned? (See appended <i>UDL Guidelines</i>.) • How will you formatively assess student understanding as the lesson progresses? (See appended <i>UDL Guidelines</i>.) • How will you provide feedback? • How do you need to allocate time within the lesson? What needs more time? (Use the minutes column to estimate the lesson timeline.) • What will you say and do? What questions will you ask? What directions will you give? What examples will you use? In what order? Are these specifically addressed in the plan? • How will you direct students in transitions between activities? • What are your behavioral expectations regarding interactions? Regarding use of materials? When and how will those initially be made clear? • How will you reiterate and reinforce initial expectations? • What assignments will you make for independent work or homework? • Have you addressed relevant classroom business like collecting, returning, and/or assigning homework? Attendance? Review? Foreshadowing? 	<p>Whole class needs Groups of students with similar needs Individual student needs Accommodations and/or modifications needed</p> <p>Consider: Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings as the lesson begins and progresses.</p> <p>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).</p>
<p>Closure How will you end the lesson and help students to analyze the relevancy of the lesson? And assess their own learning?</p>	
<p>IX. Lesson-Specific Materials</p> <ul style="list-style-type: none"> • The goal here is to list materials that you need to have ready for this specific lesson---not materials that are always, for sure, available in your classroom. (What is surely available varies....) • What materials must a teacher have in hand to teach THIS lesson? (e.g. 15 copies of Frost's <i>Stopping By Woods</i>, 5 pieces of chart paper and markers, 18 exit cards, tall chair from dept office, 12 pieces of pink paper) • What specific materials do all students need to have available for this lesson? (A specific book or file? A dictionary? A purple editing pen? A stuffed animal from home?) 	<p>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.)</p>

TROUBLESHOOTING

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

Addressing Problems and Concerns

Open and frequent communication among the candidate, the cooperating teacher, and the university supervisor is the key to a successful student teaching experience. When this professional team maintains high levels of effective communication, teacher candidate growth is maximized and problems are minimized. However, if problems do arise during student teaching, the following steps should be taken to address the concern:

1. Any problems or concerns that arise related to the performance of the candidate should be discussed with 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 coordinator of the Office of School-Community Partnerships (“OSCP”) may be called in for this step if the supervisor and/or cooperating teacher deems necessary. The focus form will describe the problem or concern and inform the candidate of specific suggestions, expectations, and a time frame for improvement or correction. The focus form should be based on data from the cooperating teacher, university supervisor, and other parties such as observation records, lesson plans, and a mid-term evaluation. The focus form should be signed and dated by the candidate, cooperating teacher, and university supervisor. The original form should be sent to the coordinator of the OSCP with copies provided to the candidate, cooperating teacher and university supervisor. Once finalized and delivered to the candidate, the focus form will be implemented. The cooperating teacher and university supervisor will review the candidate’s progress on the dates specified in the focus form.
3. If the problem or concern is not satisfactorily addressed after implementing the focus form, then the candidate may be removed from student teaching depending on the nature and severity of the problem or concern including the candidate’s unwillingness or inability to comply.
4. At any time during a placement, the cooperating teacher has the right to have the candidate removed from the classroom setting if K-12 student progress is being negatively impacted. In such situations, the University need not comply with the previous three steps.
5. The recommendation to remove a candidate from the placement must come from the cooperating teacher, university supervisor, district administrator, program coordinator, or coordinator of the OSCP. The recommendation is sent to the Competency Review Team which is comprised of the university supervisor, the program coordinator*, the coordinator of the OSCP, and a SEPS representative appointed by the Dean. Please note that a candidate may be removed from a student teaching placement for the following reasons:
 - the cooperating teacher, school administration, or district personnel ask for the candidate to be removed from the student teaching placement.
 - the candidate requests to be removed from a placement with the understanding that another placement will not be available.
 - extended or frequent absences or repeated tardiness.
 - lack of daily lesson planning.
 - failure to adhere to the cooperating teacher or university supervisor’s instructions.
 - inappropriate or unprofessional behavior, attitudes, or attributes that negatively impact performance as a teacher.
 - inappropriate responses in various contexts that negatively affect performance as a teacher.

- falsification of information or documentation.
 - failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
 - failure to demonstrate integrity and honesty in written and verbal communications, documentation, and coursework related to the Professional Program for Teacher Certification.
 - conviction of crime of moral turpitude or crime that in the opinion of the University would impair standing of School of Education and Professional Studies.
 - Other due and sufficient cause.
6. The Competency Review Team will meet to discuss the problems or concerns. Data from the cooperating teacher, university supervisor, and other parties such as observation records, lesson plans, mid-term evaluation, previous focus form, and results from the previous focus form may be reviewed at this meeting. The team may request that the candidate attend the meeting. Based on the data provided, the Competency Review Team will make a recommendation regarding the candidate's status in student teaching. This recommendation will be submitted to the Dean who makes the final decision.

*The Department Chair will serve if there is no program coordinator.

Removal from Student Teaching

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

Policy Statements

Policy Regarding Withdrawal or Removal from Student Teaching

Students may withdraw from student teaching (EDEL 430, EDSC 412, 417, 419, 420, 421, 428, 429, 431, 432, 435) with the consent of the university supervisor and the Coordinator of the Office of School-Community Partnerships by filing a “Request to Withdraw from Courses” form with requisite signatures. Teacher candidates who withdraw from student teaching after the placement has commenced **will not be eligible for a second student teaching placement within that semester**. Furthermore, a request to repeat student teaching in another school setting may be granted at the discretion and consent of the chair of the relevant department and/or program coordinator and the Coordinator of the Office of School-Community Partnerships. The decision will be based on the reasons for the withdrawal from the original student teaching placement and the timing and availability of alternative student teaching placements.

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

Policy on School Calendars and Teaching Dates

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

Policy Regarding School Placements

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

Policy on Course Load During Student Teaching

Student teaching requires a full-time commitment. Prerequisite program courses must be satisfactorily completed prior to student teaching. During student teaching only those courses that are listed as concurrent requirements are permitted. **Teacher candidates may not take additional courses.**

Policy for Student Teaching Eligibility – Incompletes and Low Grades

Low grades

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

Incomplete grades posted prior to the semester of student teaching

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

Policy on Attendance

Teacher candidates are expected to attend an orientation prior to their placement. Teacher candidates are expected to maintain excellent attendance at their assigned placements. When a teacher candidate is absent for more than two days, the university supervisor and the cooperating teacher may decide to extend the student teaching period. Personal days will not be excused. Absences are excused only for illness or death in the immediate family or the observance of a religious holiday.

Policy on the Use of Teacher Candidates as Substitutes

Graduate and undergraduates teacher candidates **may not** serve as a substitute for the cooperating teacher or another teacher while 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 when the teacher candidate is taking over the class during the full-time take-over period. Additionally, the teacher candidate cannot be hired by the district in any capacity while student teaching.

Policy on Strikes and Other Job Actions in Schools as They Affect Central Connecticut State University Teacher Candidate

In the case of a strike, teacher candidates are to report immediately to the Coordinator of School-Community Partnerships.

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

If a strike is prolonged, the teacher candidate may be transferred to another school. The purpose of asking teacher candidates to stay out during a strike is to maintain individual and university neutrality because we are guests in the schools. In job actions short of a strike, the teacher candidate is expected to contact their supervisor for advice.

CCSU Professional Program for Teacher Certification Fingerprinting and Criminal Background Policy

As of January 1, 2018, each school/school district placing students for observation, field experience, practicum, internship, or any school based placement will determine their own background check/fingerprinting requirement. The previous requirement of completing a background check through CREC is no longer required. Previous background checks completed through CREC may no longer be available to candidates or school districts to meet placement requirements.

Students will follow the policy of the school district where they are completing their field experience. When notified by the district, students must complete the district's requirements. All additional fees associated with completing the background check/fingerprinting requirement are the sole responsibility of the student. The background check requirement that a student completes for one school district, may not meet the requirement for a subsequent school district.

Placements for Candidates with Background Issues

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

Steps To Certification

1. **Degrees:** If you will be receiving a Bachelor's degree, be sure you have applied for graduation and completed all necessary paperwork with the Registrar's Office. You will not receive your degree unless you apply to graduate. See the CCSU catalog for detailed information. Post-Baccalaureate students do not receive a degree.
2. **Coursework:** Complete all course requirements (general education, content/major area courses, professional education courses) and your student teaching or internship.
3. **Testing:** CCSU teacher candidates must have passing scores on all required tests *before* the CCSU Certification Officer can sign the application form. See the State Department of Education (SDE) website <http://www.ct.gov/sde/cert> for assessment requirements. When registering for tests, be sure to request that CCSU receives the scores.
4. Create a CECS account. If you do not already have a CECS (Connecticut Educator Certification System) account, you will need to create one. CECS is the State Department of Education (SDE) system that allows you to apply for certification, check the status or print copies of your certificates and permits.
 - 1) Set up a CECS account:
 - a) Go to: www.ct.gov/sde/cert
 - b) Select the red CECS button.
 - c) Follow the directions to "Create an Account."
 - 2) Make note of your EIN (Educator Identification Number) number.
5. There are several additional steps to the certification application process. Towards the end of the semester, you will be invited to an information session by Dr. Talty who will review the process step-by-step.

If you have questions, contact:

Dr. Paula Talty
talty@ccsu.edu

Interim Associate Dean
School of Education and Professional Studies

Connecticut Certification Test Requirements

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

All tests must be passed before the certification application can be signed by CCSU. If CCSU does not have your scores on file, you are responsible for furnishing a copy of the score report to the Assistant Dean for Professional Programs, even if you previously requested that the scores be sent to CCSU.

Information about test preparation and registration can be found at www.ETS.org/Praxis for Praxis tests, Connecticut Foundations of Reading Tests at <http://www.ct.nesinc.com/index.asp>, and ACTFL tests at www.languagetesting.com

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

Professional Resources

Response to Intervention (RTI)

In Connecticut it is called Scientific Research-Based Interventions (SRBI)

Goal: USING DATA TO IMPROVE OUTCOMES FOR STUDENTS

Historical Information

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

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

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

What is it?

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

What does RTI mean to YOU?

Effective Educational Practices for All

- “RTI is the practice of providing **high-quality instruction** and **intervention matched to student need**, **monitoring progress** frequently to make decisions about change in instruction or goals and **applying child response data to important educational decisions**. RTI should be applied to decisions in general, remedial and special education, creating a well-integrated system of instruction/intervention guided by child outcome data.” (NASDSE, 2005)

High quality instruction: Using district recommended curriculum, teaching grade-level GLE, adapting to student needs, differentiating instruction, or mobile-flexible groupings of students.

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

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

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

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

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

Tier 2: Targeted Interventions

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

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RTI process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An RTI process cannot be used to deny or delay a formal evaluation for special education.

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

Sources:

<http://rtiteacher.blogspot.com/2008/11/what-is-rti-what-does-it-mean-for-me.html>

<http://www.ctserc.org/rti/ctdirections/>

<http://www.rtinetwork.org/Learn/What/ar/WhatIsRTI>

Models of Teaching

Concept Attainment: (Inductive/examples to rule)

Suitable content/objective: concepts that have clear, critical attributes

Phases:

Preparation: Select concept; write comprehensible definition of the concept; select the attributes of the concept; develop positive and negative examples.

Lesson Implementation:

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

Concept Development

Suitable content/objective: useful in expanding and refining concepts that learners have some prior knowledge of; can be used to teach paragraph unity in writing; useful in building thinking skills (most effective if used several times per year); can be used to examine key idea before or after reading.

Phases:

Preparation: Need a lot of space available to write items and groupings where students can see them. Teacher serves as recorder and facilitator.

1. **Students list as many items as possible that are associated with the subject,** drawing on their own experience or material they have studied. Write items on board. Push students to name specific items (black cat) rather than name groups (scary things). Seek a comprehensive list. Involve all students. This often resembles brainstorming. You may want to use a kitchen timer.
2. **Group the items so that they are alike in some way.** Ask students to group items on basis of similarity. Elicit several different groupings from students and list the groupings of items on the board. Push for different ways to group.
3. **Label the groups by defining the reasons for the grouping.** Have students label the groups and explain the reasons for their choices, identifying common characteristics of items. Push for explanations of reasoning and clarifications as needed.
4. **Regroup or subsume individual items or whole groups under other groups** stating different or additional relationships. These should move from very obvious ways of grouping to less obvious and more complex, as more ideas are shared.
5. Synthesize the information by summarizing the data and forming generalizations. Ask students to look at all groups and labels and try to make a generalized statement about the topic in one

sentence. Remind them to consider all groupings.

6. **Evaluate** students' progress by assessing their ability to generate a wide variety of items and to group these items flexibly.

Discussion

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

Phases:

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

Lesson Implementation:

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

Direct Instruction

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

Phases:

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

Lesson Implementation:

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

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

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

Phases:

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

problem statement sheets.

Lesson Implementation:

1. **Introduce process and present the problem.** Share process rules with class (students may ask question only when called on; students may talk only in caucus periods; questions must be phrased so teacher can answer with yes or no; student may ask questions as long as questions are receiving a “yes” response from teacher). Read the problem aloud and distribute problem statement sheets to students. Explain anything that is unclear.
2. **Gather data.** Teacher answers yes/no questions. Answers are recorded either on board or on students' data sheets. Students may call for a caucus during this time.
3. **Develop a theory and verify.** When student poses a theory, stop questioning and write theory on board. Direct students to caucus and develop questions for teacher related to proving or disproving theory. Take questions and then have students either accept or reject the theory. Caucus again. Process of theory continues until a theory is accepted as a tentative solution.
4. **State the rules and explain the theory.** Lead students in a discussion to explain and apply theory. If it proves ineffective, return to # 3.
5. **Analyze the process.** Students review the process and look for ways to expedite it by analyzing their questions.
6. **Evaluate** to be sure students understand the theory and can generalize it to other situations.

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

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

Key Characteristics: Effective use of cooperative learning requires:

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

Basic Classroom Management Guidelines

1. Plan lessons that are well organized and fully developed. Show all the components of the teaching/learning cycle using a variety of strategies and activities that reflect multiple learning styles.
2. Be orderly by having a good room arrangement, a traffic area free of congestion, a professional space and an attractive environment. Keep the students visible to the teacher and instructional presentation visible to students.
3. Be motivated, enthusiastic, interested, and well informed about what you are teaching. This is catching. If you sound bored with the materials, the students will be, too.
4. Give clear, explicit instruction of expectations before moving students to activities. Check for understanding to make sure everyone knows what is expected. Start seatwork as a group or under close supervision; provide a model.
5. Keep students actively engaged in all parts of the lesson. It gives them less opportunity or reason to be off-task.
6. **Choose nonverbal over verbal communication when redirecting individual off-task behaviors.**
7. Monitor your class constantly and redirect inappropriate behaviors promptly.
 - ◆ watch the whole class for inappropriate behavior, appropriate materials on desk, failure to follow directions, signs of confusion, etc. SCAN THE ROOM OFTEN especially during presentation of lesson.
 - ◆ move around the room as much as possible.
 - ◆ provide a model; use prompts.
 - ◆ look for opportunities to praise students for appropriate behavior.
 - ◆ remind students of correct procedure or have students tell you what is expected.
8. Prevent discipline problems by planning for them; anticipate the problem before it happens.
9. Develop strong communication with parents. Do not wait for a crisis situation to develop. Call often with praise and be sure to identify yourself.

Note: Approval and guidance of a cooperating teacher is required before any written or verbal communication is initiated with parents.
10. Use humor, creativity and love! Never embarrass a student. If you need to discuss behavior, arrange to do it privately.
11. Expect the best from your class, and you will get it. Attitude is extremely important in the discipline process.
12. Successful managers have these traits:
 - ◆ “with-it-ness” – awareness of what is going on and the ability to communicate it
 - ◆ overlapping – ability to do more than one thing at a time
 - ◆ smoothness of transitions – no wasted time
 - ◆ momentum- correct lesson pace
 - ◆ group alertness – ability to keep students’ attention
 - ◆ accountability – know how each student is learning

Specific Management Strategies Elementary Education

Movement of Students in the Classroom

To move students from one group to another:

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

Reinforcing Positive Behavior

To encourage appropriate behaviors:

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

Redirecting Whole Class Behavior

When the entire class is off-task:

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

- “1, 2, 3 -Stop and look at me. 3, 2, 1-I like what you have done.”
 - “If you can hear my voice, clap once.” (Student claps once.) “If you can hear my voice, clap twice.” (Student claps twice.) Continue until all students are listening and clapping.
 - Teacher says, “Give me five.” Students count down with the teacher. 5=eyes watching, 4=ears listening, 3=mouths shut, 2=hands still, 1=brain thinking.
7. Use fraction or percentages to let students know how many are paying attention until you reach 100%. “One-half of the class is looking at me; now three-fourths are with me.”
 8. Add a letter to spell a designated word. (e.g. spell RECESS on the board by adding a letter each time the class is following directions appropriately. When the word is complete the class has earned 5-10 minutes extra recess time.
 9. Use the game of “Simon Says” substituting the teacher’s name for Simon’s. Continue until all students are participating, then proceed with the lesson.

Redirecting Individual Off-task Behaviors Verbally

When an individual student is off-task:

1. Use the individual’s name in a comment without interrupting the lesson. (This is especially effective if you use the student’s name in a positive manner: “. . .the example that ___ gave us yesterday really fits in this context”). You can also ask the student a question, using the name in front of the question: “___, why do you think the main character acted in that manner?”
2. Use specific, positive comments that refocus a negative behavior. “___, I want you to have plenty of time to do quality work.” or “The whole class can work better when everyone is quietly working.”
3. Give a positive direction or reminder followed by *thanks* and not *please*. Be definite without asking. “Remember our rules for listening. Thanks.” Then move on, expecting the student to comply.
4. Use a strategic pause. Say the student’s name in a firm tone, followed by a pause for attention, then give the direction, or give “the look”.
5. Use proximity praise. (Praise students around the one who is off-task.)

Redirecting Individual Off-task Behavior Using Nonverbals

To refocus students without disturbing the rest of the class:

1. Use direct eye contact while continuing the lesson.
2. Move into the student's space and stand next to her/him continuing what you were doing. You can also touch or whisper desired expectations.
3. Give nonverbal praise or redirection. (Thumbs up or thumbs down, OK signal, smile, nod.)
4. Shake your head or give a stern look to an individual.
5. Use a timer; when it goes off, students know to put pencils down and look at teacher.
6. Take any distracting objects away from the student.
7. Touch student as you pass by him.
8. Tap student’s work or point to the place they should be.
9. Signal for student to move from area where they are distracted or causing distractions.
10. Move and stand beside a student who is not paying attention.
11. Stand quietly in front of the room and wait for **all** students’ attention.
12. Point to your watch to remind a student that time is running out.
13. Have students use signals to identify when they are ready to move on or listen. (e.g. pencils laid down on desk, papers turned over, books closed)
14. Place notes on the board with messages of what is expected next.

15. Point to the procedure for an activity or class rule they need to follow.
16. Ring a bell for “Stop, Look and Listen”.
17. Put a finger to your lips to mean quiet.
18. Move continuously around the class.

Specific Management Strategies Middle/ Secondary

Movement of Students in the Classroom

To move students from one group to another:

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

Reinforcing Positive Behavior

To encourage appropriate behaviors:

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

Redirecting Whole Class Behavior

When the entire class is off-task:

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

Redirecting Individual Off-task Behavior Verbally

When an individual student is off-task:

1. Ask the disruptive student a question, using their name in front of the question to summon attention (e.g. Charles, why do you think this was one of the main causes of the war?)

2. Use the individual's name in a comment without interrupting the flow of the lesson. Using a student's name is especially effective if you first use it in a positive manner (e.g. Do you remember when Charles stated yesterday that one of the causes centered on the imbalance of power?)
3. Use specific, positive comments that refocus a negative behavior, "Michael, I want you to have plenty of time to do quality work." Or, you could say, "I know that you will do better if everyone is quietly working."
4. Give a positive direction, followed by a "thanks." Avoid the use of "please." It is better to be definite, (e.g. Remember our rules for listening). Then move on, expecting the student(s) to comply.
5. Praise the other students by stating, "Thanks for all of you who are being such active listeners."
6. Use a strategic pause in the middle of your statement to the class. Say the student's name in a firm tone, followed by a pause for attention, and then continue with the lesson.
7. Ask the student, "How can I help you improve your behavior in class?"
8. Never embarrass a student in front of the class. If you need to discuss behavior with the student, arrange for this privately.

Redirecting Individual Off-task Behavior Using Nonverbals

To refocus students without disturbing the rest of the class:

1. Give the "teacher look" that communicates distress at the student's behavior. (Practice at home in the mirror before you try it in class since students have seen "the look" before.)
2. Move into the student's space and stand there next to her/him continuing what you were doing. You may also whisper desired expectations to the student. It may be necessary to state, "See me after class."
3. Choose appropriate gestures and facial expressions to express your concerns. Shake your head and give a stern look to the individual student off-task. Signal by pointing your finger for the student to move from the area in which they are distracted or causing the distractions.
4. As you continue the lesson, use your tone of voice, eye contact, and proximity to the student to alter behavior.
5. Move continuously around the room to monitor students. Move and stand beside a student who is not paying attention until the student is back on task. Touch the student on the shoulder (if allowed) as you pass by; you may want to follow up with eye contact. Tap student's work or point to the place they should be.
6. Take any distracting objects away from the student. Student may pick-up the object at a later time.
7. Stand quietly in front of the room and wait for ALL students' attention.
8. Point to the procedure for an activity or the class rule students need to follow on a class chart in front of the room.
9. Place notes on the board or overhead (e.g. what you expect, directions, steps to follow).
10. Point to your watch to remind students that time is running out.
11. Use a timer for classroom activities. When the timer rings, students know to put their pencils down and look at the teacher. You, however, need to explain to your students this procedure early in the semester. Watch for students who become anxious when timed.
12. Have students use signals to identify when they are ready to move on or listen, (e.g. pencils down, papers turned over, books closed).
13. If at all possible, remove a disruptive student from the room to discipline. To discipline a student in front of one's peers may invite an incident from the student in order to "save face" in front of others.

Student Teaching Planning Sheet

Week	Responsibility	Preparation
1		
2		
3		
4		
5		
6		
7		

8		
9		
10		
11		
12		
13		
14		
15		
16		

Teacher Candidate Goal Setting ~ WEEK 4

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

Name _____ Supervisor _____

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

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

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

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

Teacher Candidate Goal Setting ~ WEEK 12

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

Name _____ Supervisor _____ Date _____

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

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



Central Connecticut State University

To: Parents and Guardians
Topic: Video Recording Notice
From: Central Connecticut State University
Talent Office, Connecticut State Department of Education

Date: September, 2018

Dear Parent/Guardian:

Beginning fall of 2018, teacher candidates will be recording selected lessons in their classes and submitting examples of student work as evidence of their teaching. Although the video recording will include the students and the teacher candidate, the primary focus of the recording is on the candidate's teaching, not the students in the class. Your child may be included in this recording and their work may be included in the written materials the teacher candidate submits.

The video and student work will be uploaded to a secure, password-protected online system. Access to the system and digitized work will be limited to authorized program staff involved in evaluating the teachers' performance on the edTPA. No content will be accessible by the public. **Please note:** student names will **not** be included on any of the materials the teacher candidate submits, nor will the name of the school be revealed. The video recording and student work materials submitted will only be used as part of the pre-service performance assessment of the individual teacher candidate.

If you notify your child's teacher that you do not want your child to appear in a video recording of a teacher candidate's lesson, alternate arrangements will be made to ensure that your child is out of the camera's view. If you have any questions or concerns, please contact the School of Education and Professional Studies at Central Connecticut State University. Thank you.

Sincerely,

Dr. James Mulrooney
Interim Dean
School of Education and Professional Studies
Central Connecticut State University

1615 Stanley Street – P.O. Box 4010 – New Britain, Connecticut 06050-4010 – T: 860-832-2106 – F: 860-832-2109 – www.ccsu.edu

Web Resources For Employment

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

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

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

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

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

EASTCONN: www.eastconn.org

United States Department of Education: <http://www.ed.gov>

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 ultimate performance indicators for a beginning teacher.

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

The final evaluation should be completed collaboratively by the university supervisor and the cooperating teacher. The university supervisor completes the mid-term and final evaluation within Taskstream. As always, we recommend that final grades are shared with the student. The final grade earned is awarded by the university supervisor.

Essential Items

18 items on the evaluation instrument have been designated "Essential". These are the following:

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

The following pages comprise the generic final evaluation for teacher candidates. All TCs are appraised on these common items. Specific standards reflecting the requirements of the different disciplines are not included in this generic evaluation; subject specific criteria is accessible in the evaluation in Taskstream.

General Overview of the Indicators:

Proficient:	Indicator Fully Met
Developing:	Indicator Partially Met
Below Standard:	Indicator Not Met

- A** Teacher candidate must receive a score of proficient on at least 17 of the 18 essential items highlighted and have no items scored as below standard.
- A-** Teacher candidate must receive a score of proficient on at least 15 of the 18 essential items highlighted and have no items scored below standard.
- B** To earn a grade in the “B” range, the teacher candidate must receive a score of proficient on at least 10 of the 18 essential items highlighted and have no items scored as below standard.
- C** Teacher candidate may have no more than 1 item below standard to receive a “C”.
- F** A teacher candidate receiving more than 1 item below standard will receive an “F” for student teaching.

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

Student Teaching Evaluation Generic

	Below Standard	Developing	Proficient	Score/Level
<p>1. Rapport and positive social interactions</p> <p>[Essential Item]</p>	<p>Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.</p>	<p>Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.</p>	<p>Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.</p>	
	<p>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.</p>			
<p>2. Respect for student diversity</p> <p>[Essential Item]</p>	<p>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.</p>	<p>Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.</p>	<p>Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.</p>	
	<p>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)</p>			

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	<p>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.</p> <p>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.</p>			
3.Environment supportive of intellectual risk-taking	<p>Creates a learning environment that discourages students from taking intellectual risks.</p>	<p>Creates a learning environment in which some students are willing to take intellectual risks.</p>	<p>Creates a learning environment in which most students are willing to take intellectual risks.</p>	
	<p>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.</p>			
4. High expectations for student learning [Essential Item]	<p>Establishes low expectations for student learning.</p>	<p>Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.</p>	<p>Establishes and consistently reinforces high expectations for learning for all students.</p>	
	<p>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</p>			

	Below Standard	Developing	Proficient	Score/Level
	<p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Essential Knowledge:</p> <p>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.</p>			
5. Communicating, reinforcing, and maintaining appropriate standards of behavior	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.	
	<p>Standards</p> <p>CT- Connecticut Common Core of Teaching (2014)</p> <p>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:</p> <p>Indicator: 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>USA- CAEP Accreditation Standards (2015)</p> <p>Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance:</p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p>			
6. Promoting	rovides 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-	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to	

	Below Standard	Developing	Proficient	Score/Level
social competence and responsible behavior		regulate and take responsibility for their actions.	self-regulate and take responsibility for their actions.	
	<p>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.</p>			
7. Routines and transitions appropriate to needs of students	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.	
[Essential Item]	<p>Standards CT- Connecticut Common Core of Teaching (2014) Domain: 1: Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: Indicator: 1c. Maximizing instructional time by effectively managing routines and transitions USA- CAEP Accreditation Standards (2015) Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE Standard: Candidate Knowledge, Skills, and Professional Dispositions Indicator: 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)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.</p>			

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	<p>Essential Knowledge: 3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p>			
8. Content of lesson plan is aligned with standards	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.	
[Essential Item]	<p>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.</p>			
9. Content of lesson appropriate to sequence of lessons and appropriate level of challenge	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.	
[Essential Item]	<p>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</p>			

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		<p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance: 7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p>	<p>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.</p>	
10. Use of data to determine prior knowledge and differentiation based on students' learning needs	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance: 7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.</p>		
11. Literacy	<p>Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p>	<p>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in</p>	<p>Plans instruction that integrates literacy strategies and academic vocabulary.</p>	

	Below Standard	Developing	Proficient	Score/Level
<p>Strategies</p> <p>[Essential Item]</p>	<p>isolation.</p>	<p>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.</p>	<p>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)</p>	
<p>12. Strategies, tasks, and questions cognitively engage students</p> <p>[Essential Item]</p>	<p>Plans instructional tasks that limit opportunities for students' cognitive engagement.</p>	<p>Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.</p>	<p>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.</p>	

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	<p>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.</p> <p>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.</p>			
13. Instructional resources and flexible groupings support cognitive engagement and new learning	<p>Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.</p>	<p>Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.</p>	<p>Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.</p>	
	<p>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. Performance: 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>			
14. Criteria for student success	<p>Does not plan criteria for student success and/or does not plan opportunities for students to self- assess.</p>	<p>Plans general criteria for student success and/or plans some opportunities for students to self- assess.</p>	<p>Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.</p>	
	<p>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)</p>			

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	<p>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.</p>			
15. Ongoing assessment of student learning [Essential Item]	<p>Plans assessment strategies that are limited or not aligned to intended instructional outcomes.</p>	<p>Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.</p>	<p>Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.</p>	
	<p>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(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>			
16. Instructional purpose	<p>Does not clearly communicate learning expectations to students.</p>	<p>Communicates learning expectations to students and sets a general purpose for instruction, which may require further</p>	<p>Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps</p>	

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		clarification.	students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	
	<p>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.</p>			
17. Content accuracy	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	
[Essential Item]	<p>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) they teach and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>			

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	<p>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.</p>			
<p>18. Content progression and level of challenge</p> <p>[Essential Item]</p>	<p>Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	
	<p>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.</p>			
19. Literacy Strategies	<p>Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.</p>	<p>Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.</p>	<p>Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.</p>	
	<p>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</p>			

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	<p>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 #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.</p>			
20. Strategies, tasks and questions	<p>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.</p>	<p>Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem- solving, critical thinking and/or purposeful discourse or inquiry.</p>	<p>Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.</p>	
	<p>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.</p>			

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21. Instructional resources and flexible groupings	<p>Uses resources and/or groupings that do not cognitively engage students or support new learning.</p> <p>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.</p>	<p>Uses resources and/or groupings that moderately engage students cognitively and support new learning.</p>	<p>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.</p>	
22. Student responsibility and independence	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p> <p>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</p>	<p>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.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	

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	<p>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 #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.</p>			
23. Criteria for student success	<p>Does not communicate criteria for success and/or opportunities for students to self-assess are rare.</p>	<p>Communicates general criteria for success and provides limited opportunities for students to self- assess.</p>	<p>Communicates specific criteria for success and provides multiple opportunities for students to self- assess.</p>	
	<p>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.</p>			
24. Ongoing assessment of student learning [Essential Item]	<p>Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.</p>	<p>Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.</p>	<p>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.</p>	
	<p>Standards CT- Connecticut Common Core of Teaching (2014)</p>			

	Below Standard	Developing	Proficient	Score/Level
	<p>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:</p> <p>Indicator: 3c. Assessing student learning, providing feedback to students and adjusting instruction.</p> <p>USA- CAEP Accreditation Standards (2015)</p> <p>Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance:</p> <p>6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p>			
25. Feedback to students	<p>Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.</p>	<p>Provides feedback that partially guides students toward the intended instructional outcomes.</p>	<p>Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.</p>	
[Essential Item]	<p>Standards</p> <p>CT- Connecticut Common Core of Teaching (2014)</p> <p>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:</p> <p>Indicator: 3c. Assessing student learning, providing feedback to students and adjusting instruction.</p> <p>USA- CAEP Accreditation Standards (2015)</p> <p>Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance:</p> <p>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.</p>			
26. Instructional	<p>Makes no attempts to adjust instruction.</p>	<p>Makes some attempts to adjust instruction that is primarily in response to whole</p>	<p>Adjusts instruction as necessary in response to individual and group</p>	

	Below Standard	Developing	Proficient	Score/Level
<p>adjustment</p> <p>[Essential Item]</p>	<p>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.</p>	<p>group performance.</p>	<p>performance:</p>	
<p>27. Teacher self-evaluation and reflection and impact on student learning</p> <p>[Essential Item]</p>	<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p>	<p>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</p>	<p>Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.</p>	
	<p>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.</p>			

	Below Standard	Developing	Proficient	Score/Level
	<p>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.</p>			
28. Response to feedback	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	
[Essential Item]	<p>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(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.</p>			
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	
	<p>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)</p>			

	Below Standard	Developing	Proficient	Score/Level
	<p>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.</p>			
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.	
	<p>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. 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.</p>			
31. Contribution to professional learning	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.	
	<p>Standards</p>			

	Below Standard	Developing	Proficient	Score/Level
<p>environment [Essential Item]</p>	<p>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.</p>	<p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p>	<p>Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.</p>	
<p>32.Ethical use of technology [Essential Item]</p>	<p>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. Performance: 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate</p>	<p>Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.</p>	<p>Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.</p>	

	Below Standard	Developing	Proficient	Score/Level
	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.	
	<p>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.</p>			
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.	
	<p>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</p>			

	Below Standard	Developing	Proficient	Score/Level
	<p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance:</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p>	<p>Generally communicates with families and the community in a culturally respectful manner.</p>	<p>Consistently communicates with families and the community in a culturally respectful manner.</p>	
35.Culturally responsive communications	<p>Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.</p>	<p>Generally communicates with families and the community in a culturally respectful manner.</p>	<p>Consistently communicates with families and the community in a culturally respectful manner.</p>	
	<p>Standards</p> <p>CT- Connecticut Common Core of Teaching (2014)</p> <p>Domain: 4: Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</p> <p>Indicator: 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p> <p>USA- CAEP Accreditation Standards (2015)</p> <p>Area: Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE</p> <p>Standard: Candidate Knowledge, Skills, and Professional Dispositions</p> <p>Indicator:</p> <p>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.</p> <p>USA- InTASC Model Core Teaching Standards (2011)</p> <p>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.</p> <p>Performance:</p> <p>10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p>	<p>Generally communicates with families and the community in a culturally respectful manner.</p>	<p>Consistently communicates with families and the community in a culturally respectful manner.</p>	

NOTES:

Contact Information

Cooperating Teacher

Name _____

Phone _____

E-mail _____

Cooperating Teacher

Name _____

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Principal or Department Chair _____

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University Supervisor

Name _____

Phone _____

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Office of School-Community Partnerships

Barbara Budaj –Coordinator

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