Information and Resources

University Supervisor Handbook

Preparing Educators for Tomorrow – Today

2019-2020
Office of School-Community Partnerships
Supervisory Responsibilities in a Nutshell

- Assist the teacher candidate in his/her induction into the profession of teaching.
- Outline the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visit the teacher candidate regularly, approximately one visit for every ten days of student teaching.
- Provide 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 lesson plans.
- Conduct a post conference about the data collected during the observation.
- Lead the teacher candidate in the process of analysis and reflection on his/her teaching and its impact on student learning. **Whenever possible, three-way conferences involving the teacher candidate, the cooperating teacher, and the university supervisor are desirable.**
- Confer with the cooperating teacher on a regular basis about the progress, areas of needed growth, areas of improvement and areas of talents of the teacher candidate.
- Help build and maintain good relations between the schools and the university.
- Provide detailed expectations and requirements of student teaching.
- Support the teacher candidate in preparing lesson plans, units, and a professional portfolio.
- Guide and advise the cooperating teacher in providing teacher candidates with as constructive and beneficial a student teaching experience as it is possible to achieve.
- Evaluate the teacher candidate on an on-going basis and provide objective documentation to support his/her assessment of specific areas of the teacher candidate’s knowledge, dispositions and performances.
- Provide the cooperating teacher(s) with copies of all evaluations.
- Complete a summative evaluation, collaborating with the cooperating teacher, and assign a grade that reflects the teacher candidate’s total experience.

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# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Student Teaching Calendar</td>
<td>5</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>Diversity Statement</td>
<td>6</td>
</tr>
<tr>
<td>Conceptual Framework School of Education and Professional Studies</td>
<td>7</td>
</tr>
<tr>
<td>The Student Teaching Component—a Capstone Event</td>
<td>8</td>
</tr>
<tr>
<td>Supervisor’s Responsibilities</td>
<td>9</td>
</tr>
<tr>
<td>Observations, Documentation and Taskstream</td>
<td>12</td>
</tr>
<tr>
<td>Observation Schedule</td>
<td>13</td>
</tr>
<tr>
<td>edTPA Score Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>22</td>
</tr>
<tr>
<td>Differentiating Support for Teacher Candidates</td>
<td>22</td>
</tr>
<tr>
<td>Cooperating Teacher Classroom Observation Form</td>
<td>26</td>
</tr>
<tr>
<td>Sample Observation</td>
<td>27</td>
</tr>
<tr>
<td>Lesson Planning</td>
<td>33</td>
</tr>
<tr>
<td>Reflections</td>
<td>34</td>
</tr>
<tr>
<td>Evaluations</td>
<td>34</td>
</tr>
<tr>
<td>Use of Teacher Candidates as Substitutes or Hires</td>
<td>35</td>
</tr>
<tr>
<td>Teacher Candidates Left Alone in the Classroom</td>
<td>35</td>
</tr>
<tr>
<td>Teacher Candidate Absences</td>
<td>35</td>
</tr>
<tr>
<td>Student Teaching—Takeover Plan and Co-Teaching Model</td>
<td>36</td>
</tr>
<tr>
<td>Student Teaching Takeover Planning Sheet</td>
<td>38</td>
</tr>
<tr>
<td>Student Teaching Takeover Planning Sheet—SAMPLE K-12 Disciplines</td>
<td>41</td>
</tr>
<tr>
<td>Travel Notes and Mileage Reimbursement</td>
<td>42</td>
</tr>
<tr>
<td>About Entering Grades</td>
<td>43</td>
</tr>
<tr>
<td>Proposed Grade Profiles</td>
<td>45</td>
</tr>
<tr>
<td>Electronic Data Collection</td>
<td>47</td>
</tr>
<tr>
<td>Supporting Student Teaching Difficulties</td>
<td>47</td>
</tr>
<tr>
<td>Focus Form</td>
<td>50</td>
</tr>
<tr>
<td>Teacher Candidate Improvement Plan</td>
<td>51</td>
</tr>
<tr>
<td>Cooperating Teacher Feedback Form</td>
<td>54</td>
</tr>
<tr>
<td>Sample Beginning of the Semester Letter to Teacher Candidate and Cooperating Teacher</td>
<td>55</td>
</tr>
<tr>
<td>NOTES</td>
<td>58</td>
</tr>
</tbody>
</table>
Introduction

The University Supervisor is an integral member of the teacher preparation team. Together with the cooperating teacher, you provide support, guidance, and encouragement to the teacher candidate. You serve as the important link between the university and the public school system. I appreciate the job you do and realize that your support goes beyond the formal observation, often communicating with teacher candidates and cooperating teachers before or after school hours.

The purpose of this handbook is to put all of the information and expectations of the university supervisor into one place. This information should guide your semester’s work and provide you with some helpful resources and strategies.

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. Thank you for your ongoing support in helping us develop future teachers.

Lauren

Lauren Tafrate
Coordinator, Office of School-Community Partnerships

“The nice thing about teamwork is that you always have others on your side.”

Margaret Carty
### Fall 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Teacher Candidate Orientation</td>
<td>August 27</td>
<td>3:00pm to 6:00pm</td>
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<tr>
<td>edTPA Seminar</td>
<td>August 29</td>
<td>3:00pm-6:00pm</td>
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<tr>
<td>edTPA Mandatory Submission Date</td>
<td>October 24</td>
<td></td>
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<tr>
<td>Resubmit Date</td>
<td>November 21</td>
<td></td>
</tr>
<tr>
<td>All-level First 8 weeks</td>
<td>August 26-October 18</td>
<td></td>
</tr>
<tr>
<td>Second 8 weeks</td>
<td>October 21 —December 13</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td>August 26 —December 13</td>
<td></td>
</tr>
</tbody>
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### Spring 2020

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate Orientation</td>
<td>January 21</td>
<td>3:00 p.m.-6:00 p.m.</td>
</tr>
<tr>
<td>edTPA Seminar</td>
<td>January 23</td>
<td>3:00pm-6:00pm</td>
</tr>
<tr>
<td>edTPA Mandatory Submission Date</td>
<td>March 12</td>
<td></td>
</tr>
<tr>
<td>Resubmit Date</td>
<td>April 23</td>
<td></td>
</tr>
<tr>
<td>All-level First 8 weeks</td>
<td>January 21 —March 13</td>
<td></td>
</tr>
<tr>
<td>Second 8 weeks</td>
<td>March 16 —May 15</td>
<td></td>
</tr>
<tr>
<td>Elementary and Secondary</td>
<td>January 21 —May 15</td>
<td></td>
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</table>
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 early childhood, elementary, secondary, special education, and K-12 settings. In order to accomplish this mission, the Office must work collaboratively with CCSU faculty/departments to ensure that teacher candidates are prepared to:

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

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

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

The Office of School-Community Partnerships offers equal access to student teaching placements and support programs, maintaining high expectations for the success of all teacher candidates. The OSCP values the contributions of individuals and groups representing diverse ethnicities, races, genders, and sexual orientations in cultivating the next generation of teachers.
The conceptual framework at Central Connecticut State University serves as the guiding document that is foundational to our programs, our philosophy, and the standards that align with our programs. It is directly linked to our curriculum, assessment, analysis, and improvement of our program outcomes. The conceptual framework is comprised of the following themes (outcomes) and connected elements (proficiencies):

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

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

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

Note: these foundational tenets are based on the Connecticut Common Core of Learning and the Connecticut Common Core of Teaching.
The Student Teaching Component—A Capstone Event
A key aspect in the Teacher Preparation Program is the student teaching component. Student
Teaching continues to be a time to continue to learn about the teaching and learning process. It is
an opportunity to combine theoretical perspectives with the realities of situated classroom
practices. In order to do this, the university looks to its university supervisors, cooperating
teachers, and participating schools to serve as facilitators of this essential, continued learning. It
is only through a collaborative relationship among supervisors, teachers, and districts that we
ensure our teacher candidates will connect the program’s knowledge base and theoretical and
research-based orientation to their practical experiences in schools and in communities that
surround schools.

CCSU teacher candidates need to understand the importance of the student learning cycle in
order to meet the needs of the students in the classroom. Each learning experience created must
be maximized. To do so, there must be understanding of the learners’ background and prior
learning. Lessons that actively engage each student to be an active participant in the learning
process are crucial. The teacher candidate must analyze the students’ performance based on the
clear and observable outcomes set in order to determine the next lesson’s content. Finally,
reflection on practice and making changes accordingly is essential.
Supervisor’s Responsibilities

Your role is critical to the success of our teacher candidates. Your support and guidance will foster a positive experience for our teacher candidates. You also serve as a liaison and ambassador of the university. Some of your responsibilities and expectations are:

- Assist the teacher candidate in his/her induction into the profession of teaching.
- Outline the teacher preparation program responsibilities, requirements, and class assignments in collaboration with the cooperating teacher.
- Visit the teacher candidate regularly, approximately one visit for every ten days of student teaching. During this time, the university supervisor provides systematic feedback to the teacher candidate by conducting a pre-conference, helping the teacher candidate select an area of focus for classroom observations and examining all aspects of a lesson plan. Following the observation, the university supervisor conducts a post-conference about the data collected during the observation. The university supervisor leads the teacher candidate in the process of analysis and reflection on his/her teaching and its impact on student learning. Whenever possible, three-way conferences involving the teacher candidate, the cooperating teacher, and the university supervisor are desirable.
- Confer with the cooperating teacher about the progress, areas of needed growth, areas of improvement and areas of talents of the teacher candidate.
- Help build and maintain good relations between the school and the university. You are considered a liaison to the university and therefore, need to be knowledgeable of university policy, program procedures and requirements of the teacher candidate’s teaching and its impact on student learning.
- Provide detailed expectations and requirements of student teaching.
- Support the teacher candidate in preparing lesson plans, units, and a professional portfolio.
- Elementary Supervisors conduct the student teaching seminar with a cohort of teacher candidates and assign seminar grades.
- Guide and advise 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 your role, the supervisor can arrange special meetings during the semester with the teacher candidates in his/her assignment, in order to help teacher candidates develop individual plans for future growth.
- Provide written feedback to the cooperating teacher and the teacher candidate.
- Evaluate the teacher candidate on an on-going basis and provide objective documentation to support your assessment of specific areas of the teacher candidate’s knowledge, dispositions and performances. The university supervisor also completes a summative evaluation and assigns a grade that reflects the teacher candidate’s total experience.

Additionally, we ask you to remind your cooperating teachers to fill out and return to us the stipend form they receive from our office.
Length of Student Teaching Placement
The length of time a teacher candidate spends student teaching differs according to the individual program. Student teaching officially begins on the first day of the new semester. A calendar of start and end dates is included in the student teaching placement request. Should a teacher candidate require special considerations or accommodations with his/her placement’s start or end date, the OSCP will contact the cooperating teacher to discuss the situation and follow up with a letter in writing.

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

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Minimum Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Secondary</td>
<td>3 weeks minimum.</td>
</tr>
<tr>
<td>Special Education</td>
<td>2-3 weeks minimum</td>
</tr>
<tr>
<td>All-Level</td>
<td>2 weeks for each 8-week period</td>
</tr>
<tr>
<td>MAT Secondary</td>
<td>5 weeks minimum</td>
</tr>
<tr>
<td>MAT SPED</td>
<td>3 weeks minimum</td>
</tr>
</tbody>
</table>

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

For teacher candidates in secondary education, we ask that teacher candidates be responsible for no more than 3 preps. However, the teacher candidate must teach a minimum of 5 classes. If a special situation should occur where more than 3 preps are required, the cooperating teacher and supervisor should contact the Office of School-Community Partnerships.

Teacher Candidate Orientation
All teacher candidates meet for a mandatory orientation prior to the start of the semester. The orientation provides an excellent opportunity to introduce yourself to your assigned teacher candidates and go over your expectations when you conduct your observations.

Setting the Stage
We strongly recommend that when you first meet with your teacher candidate, you go over your expectations. This would include:

- procedures for observations;
- lesson plans;
- appropriate dress;
- attendance and procedures for when a teacher candidate needs to be absent;
- general suggestions for a successful student teaching experience;
- observation write-up;
- discussion about mid-term and final evaluations;
- evaluation document; and
- contact information
There is a lot of information to process on those days prior to student teaching and teacher candidates are eager to begin their assignments. Therefore, providing expectations in writing is always helpful, as it will serve as a resource for teacher candidates to refer to after the initial meeting.

At the initial meeting, have your teacher candidates provide you with their updated information including address, phone numbers, and e-mail address. Although we provide you with the information we were given when the applications were due, sometimes our students move and forget to let the OSCP know.

**Preparing for the University Supervisor Visits**

Prior to the observation, the teacher candidate should:

- Inform the school office that the supervisor will be visiting.
- Secure a private room or space for the post-observation conversation.
- Send the final lesson plan to the supervisor as agreed.
- Provide a hard copy of the lesson plan and related materials for the day of the observation.
- Have the lesson plan binder ready for the supervisor’s review with all materials clearly labeled.
- Provide a workspace for the supervisor to sit during the observation.
- Discuss with the cooperating teacher how the teacher candidate 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 should be provided to the teacher candidate no later than two working days after the observation.
- Be sure to have the next observation scheduled by the end of the visit.

**Documenting the Journey**

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

The documentation does not need to be in the form of formal memos; email reminders of key points addressed during a recent conversation or meeting can suffice. Please contact the office with any questions or concerns.

Initial, early communication among members of the teacher preparation team will create the foundation for future communications and work together. Prior to the first formal observation, the university supervisor should arrange a brief meeting with the cooperating teacher and the teacher candidate. This informal introduction can provide an invaluable opportunity to convey expectations, answer questions, and exchange information about future communication.
Open Lines of Communication
A resource available to the teacher candidate support team is the Cooperating Teacher Feedback Form. This can be found on our website (http://www.ccsu.edu/oscp). We suggest that supervisors ask cooperating teachers to complete and send the form on the weeks an observation is not made by the supervisor. Supervisors have found the form to be a very helpful tool which allows for small problems to be quickly addressed. We recommend all supervisors and cooperating teachers use this tool bi-weekly to communicate teacher candidate progress.

We also strongly suggest that supervisors provide the teacher candidate with written expectations that will allow for a positive and productive start of the semester. The OSCP has examples to share.

Observations, Documentation and Taskstream
It is understood that you will be visiting the school site every 10 days and documenting your observations, teacher candidate goals, and completing the observation rubric in Taskstream for each visit. Your regular semester visits provide your teacher candidate with important feedback to support his/her growth. This feedback is typically done in a traditional fashion with the supervisor setting a specific date and time, reviewing the lesson plan for the observation, conferring for a few minutes prior to the lesson, observing the teacher candidate and conducting a post-observation conversation. During the course of the semester, you may want to consider a different approach that would allow the teacher candidate to videotape a lesson as part of the process. By doing so, the teacher candidate will have the opportunity to view him/herself before engaging in a reflective conversation. Teacher candidates who have done this in the past have commented about how the process provided them with insights they would not otherwise have had. Below are two models you may want to try.

Model One –This looks like a typical observation. The teacher candidate videotapes the lesson while you are 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.

Documentation
Observations need to be documented using the rubric in Taskstream. It is essential that the documentation for the visit be specific and include notes about the teacher candidate’s planning, implementation, management, communication and evaluation of student learning. Your report should also include specific recommendations about what behaviors the teacher candidate needs to improve upon as well as praise about the lesson. This written documentation also provides you with a body of evidence when determining a semester’s grade. In addition, your written comments and suggestions not only allow teacher candidates to go back and reflect on the post-observation conferences but to develop strategies to address areas that need further work. It also allows for the cooperating teacher to assist the teacher candidate in the areas you have suggested.
Taskstream
All six observations must be entered into Taskstream for each teacher candidate. The Mid-Term and Final Evaluation must also be entered into Taskstream.

Observation Schedule
Some supervisors have found it helpful to map out the tentative semester’s observation schedule with the cooperating teacher at the start of the semester. Others find it helpful to schedule the next observation at the end of the meeting so the team is aware of the next visit. Note: Supervisors have the right to make unscheduled visits at any time.

The schedule on the next page is a suggestion for supervisory visits to ensure that our teacher candidates are seen on a regular basis. We understand that the schedule may need to be flexible in order to accommodate classroom teachers’ needs.
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:

<table>
<thead>
<tr>
<th>Number of edTPA rubrics</th>
<th>Program</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 rubrics (65 possible points)</td>
<td>Word Language</td>
<td>32</td>
</tr>
<tr>
<td>15 rubrics (75 possible points)</td>
<td>Art English History/Social Studies Mathematics Music Physical Education Special Education Technology Education TESOL</td>
<td>37</td>
</tr>
<tr>
<td>18 rubrics (90 possible points)</td>
<td>Elementary</td>
<td>44</td>
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Recommended Timeline for edTPA Completion

Helps teacher candidates pace the project

Weeks 1-2: Task 1 & supporting logistical tasks

Weeks 3-4: Task 2, Teach and video-tape learning segment

Weeks 5-6: Complete Tasks 2 & 3

No Later that Week 6: Elementary Mathematics Task 4 - Completed

Week 7-8: Submit to Pearson for scoring (Final Deadline – See ST handbook for deadline dates)

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
### Suggested timeline for observations/evaluations

| End of week 1 | Initial meet and greet for all teacher candidates  
|              | First formal observation for All-level. |
| End of week 2 | First formal observation elementary/secondary  
|              | Second formal observation for All-level |
| End of week 3 | Mid-term All-level |
| End of week 4 | Second observation elementary/secondary  
| End of week 5 | Third observation All-level |
| End of week 6 | Third observation elementary/secondary  
| End of week 7 | Mid-term evaluation elementary/secondary  
|              | Fourth final evaluation and final evaluation All-level |
| End of week 8 | Meet and greet for second placement All level and first formal observation  
| End of week 9 | Fourth observation elementary/secondary  
|              | Second observation All-level |
| End of week 10 | Third observation for All-level  
| End of week 11 | Fifth observation for elementary/secondary |
| End of week 12 | Sixth observation for elementary/secondary  
<p>|              | Fourth final observation for All-level |
| Any time prior to the end of the semester | Final week of the semester |
| Final week of the semester | Final evaluation – all teacher candidates |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Experiences</th>
<th>Items to Consider</th>
</tr>
</thead>
</table>
| Prior to the start of the semester – during orientation | Meet teacher candidate (s) | • Prepare a memo or handout for the teacher candidate (s) with key points and suggestions for your semester’s work.  
• Give the CT a copy of this handout as well.  
• Obtain a document folder for each teacher candidate from the OSCP. |
| By the end of the first week of the semester | Visit with the CT and TC to set the stage for your work together including but not limited to:  
• Review of lesson planning expectations  
• Expectations should absences occur  
• Clear understanding about the teacher candidate’s arrival and departure times.  
• Obtain a copy of the classroom teacher’s schedule.  
• Discuss the take-over plan.  
• Be sure to discuss the evaluation tool that will be used in order to begin your working partnership  
This normally occurs when there is a free period, before school or after. It is important for everyone to attend.  
*Schedule your first formal observation – to take place around the end of the second week or start of the third week. | • Introduce the cooperating teacher feedback form.  
• Decide how you want to best utilize this communication tool. Do you want it completed weekly or only on the weeks a visit does not occur?  
• Decide how you would like to communicate with the teacher candidate. This could include a Friday reflection about the week and learning insights.  
• Helpful Hint: Be clear with time expectations with TC. Do you expect to receive requested materials by a specific time? If so, have you clearly articulated this to the TC? |
<table>
<thead>
<tr>
<th>Week</th>
<th>Experience</th>
<th>Items to Consider</th>
</tr>
</thead>
</table>
| By the beginning of the third week | First formal observation  
Complete observation rubric in Taskstream  
*Schedule your next formal observation. | •Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.  
•Provide written documentation of the conversation and observation. Be sure that the CT and TC receive a copy of the documentation. Keep a copy in the TC’s document folder.  
•If the CT is unable to participate in the post observation conversation, find a few minutes to touch base and discuss any insights, concerns, or questions.  
•If possible, look at the calendar with the cooperating teacher and plan ahead for the mid-term evaluation conversation. |
| By the end of week four | Goal setting | Refer to the goal setting section of the handbook. |
| By the end of the fifth week | Second formal observation  
Complete observation rubric in Taskstream  
*Schedule your next formal observation. | •Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.  
•Provide written documentation of the conversation and observation. Be sure that the CT and TC receive a copy of the documentation. Keep a copy in the TC’s document folder.  
•If the CT is unable to participate in the post observation conversation, find a few minutes to touch base and discuss any insights, concerns, or questions. |
| By the end of the seventh week | Third formal observation  
Complete observation rubric in Taskstream  
*Schedule your next formal observation. | •Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.  
•Provide written documentation of the conversation and observation. Provide copies for the CT and TC. Keep a copy in the TC’s document folder. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Experiences</th>
<th>Items to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of week 8</td>
<td>Conduct mid-term evaluation</td>
<td>• The mid-term is a time to set goals.</td>
</tr>
<tr>
<td></td>
<td>Complete mid-term evaluation in Taskstream</td>
<td>• Think about the teacher candidate’s progress in terms of where he/she needs to be performing by the end.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Both the CT and TC must complete the evaluation prior to the formal conversation. A mid-term grade is not awarded. Keep a copy in the document folder for the TC.</td>
</tr>
<tr>
<td>By the end of week 10</td>
<td>Fourth formal observation</td>
<td>• Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.</td>
</tr>
<tr>
<td></td>
<td>Complete observation rubric in Taskstream</td>
<td>• Provide written documentation of the conversation and observation. Be sure that the CT and TC receive a copy of the documentation. Keep a copy in the TC’s document folder.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If the CT is unable to participate in the post observation conversation, find a few minutes to touch base and discuss any insights, concerns, or questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refer to the goal setting section of the handbook.</td>
</tr>
<tr>
<td></td>
<td>*Schedule your next formal observation.</td>
<td></td>
</tr>
<tr>
<td>By the end of week 12</td>
<td>Fifth formal observation</td>
<td>• Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.</td>
</tr>
<tr>
<td></td>
<td>Complete observation rubric in Taskstream</td>
<td>• Provide written documentation of the conversation and observation. Be sure that the CT and TC receive a copy of the documentation. Keep a copy in the TC’s document folder.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If the CT is unable to participate in the post observation conversation, find a few minutes to touch base and discuss any insights, concerns, or questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Refer to the goal setting section of the handbook.</td>
</tr>
<tr>
<td>Week</td>
<td>Experiences</td>
<td>Items to Consider</td>
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<td>-----------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>By the end of week 14</td>
<td>Sixth formal observation</td>
<td>• Be sure to conduct a post observation conversation as well as your expectations for the TC to reflect on the lesson.</td>
</tr>
<tr>
<td></td>
<td>Complete observation rubric in Taskstream</td>
<td>• Provide written documentation of the conversation and observation. Be sure that the CT and TC receive a copy of the documentation. Keep a copy in the TC’s document folder.</td>
</tr>
<tr>
<td></td>
<td>*Schedule your final evaluation.</td>
<td>• If the CT is unable to participate in the post observation conversation, find a few minutes to touch base and discuss any insights, concerns, or questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HELPFUL HINT: As you plan for the final evaluation conversation, sit down with the CT to discuss their thoughts about the final grade that will be assigned.</td>
</tr>
<tr>
<td>By the end of week 16</td>
<td>Conduct final evaluation</td>
<td>• Set this time in advance.</td>
</tr>
<tr>
<td></td>
<td>Complete final evaluation in Taskstream</td>
<td>• Be sure to find a time to discuss ratings with the CT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final evaluation conversation is a time to reflect on the TC’s growth and to make a final grade recommendation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• All members of the team must sign the document.</td>
</tr>
<tr>
<td>At the end of week 16</td>
<td>Enter data and grade</td>
<td>• Enter the final grade into Banner. Please refer to the handbook for grade profiles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Enter final evaluation data into Taskstream.</td>
</tr>
</tbody>
</table>

NOTES:
- The observation report rubric, mid-term, and final evaluation must be submitted in Taskstream.
- Teacher candidates must be seen once every ten days. However, there are circumstances in which observations may need to occur more often.
- During the spring semester, teaching schedules will be changed to accommodate SBAC, CMT Science and CAPT testing. Your flexibility in scheduling observations is greatly appreciated.
- Supervisors may make unannounced visits.
- Be sure to note the vacation schedule for your school district when creating your observation schedule.

For ongoing communication, be sure to utilize the Cooperating Teacher Feedback form. We are happy to send you an electronic copy. It can also be found on our website, http://www.ccsu.edu/oscp
Goal Setting
All teacher candidates are expected to set both short and long term goals throughout the semester. *This should be done during week 4, the mid-term evaluation, and week 12.* Copies of the goal setting sheets should be provided to you by the teacher candidate. If possible, supervisors are encouraged to participate in a goal setting conversation with the teacher candidate and the cooperating teacher. Please refer to the Goal Setting sheets in the resource section of the Student Teaching Handbook.

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

- Detailed feedback on lesson plans using the lesson plan rubric as a guide
- Co-teaching
- Have teacher candidate observe YOU (the university supervisor) teach a lesson and then reflect on each aspect of the lesson via the lesson planning template
- Videotape lessons and reflect together
- “Think aloud” for the teacher candidate about your planning process
- Plan lessons with the teacher candidate for a while
Classroom Observation Form

Teacher Candidate: _______________________
Date: ________________________________
Subject/Grade: _______________________
Cooperating Teacher/School: ____________________________

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

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

1. What was the purpose of your lesson?

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Teacher Candidate</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Grade</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>School</td>
</tr>
</tbody>
</table>

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

Additional Suggestions
Sample Observation
(submitted to Taskstream)
Evaluation Results
Requirement: Student Teaching Observations: Observation 3

<table>
<thead>
<tr>
<th>AUTHOR:</th>
<th>FINAL SCORE</th>
<th>2.25 (OUT OF 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVALUATED BY:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE EVALUATED:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRF TEMPLATE: Student Teaching Evidence Spring 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION METHOD: Using Rubric</td>
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<td></td>
</tr>
</tbody>
</table>

GENERAL COMMENTS:

Goals for next observed lesson:
- Work on teacher presence especially for level 2. This continues to improve.
- Increase student engagement; mini class discussions in groups and then share outs (partners); implement notebooks for level 2 bio class – this is still a goal; will work to build in differentiation and game-based experiences

Evaluator added files: Observed Lesson #3.docx

Detailed Results

(Rubric used: Student Teaching Lesson Observation Rubric)

1. CLASSROOM ENVIRONMENT/MANAGEMENT: HOW EFFECTIVELY DOES THE TC MANAGE & MONITOR STANDARDS OF BEHAVIOR TO PROMOTE STUDENT ENGAGEMENT, INDEPENDENCE, AND INTERDEPENDENCE IN LEARNING BY FACILITATING A POSITIVE LEARNING COMMUNITY?

<table>
<thead>
<tr>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
</tr>
</thead>
</table>

CRITERION SCORE:
2.00 * Developing

COMMENTS ON THIS CRITERION:

Students worked in pairs/small groups to answer the questions on the guided note sheet.

When you went over segments of the guided note sheet, you asked a question and then called on individual students to respond. How can you break this cycle of teacher asks a question, one student responds, and then teacher confirms (IRE inquire, respond, evaluate)? Think about
other response options—signaling, white boards, clickers, turn and talk, check with a classmate, popsicle sticks….

What examples of differentiation have you built into your instruction since the last observation?

Don’t be afraid to get all students’ attention prior to reviewing student responses to the guided note sheet. You did this subtly and quietly, but it can be more efficient to speak loudly and explain to students what you plan to do next and how they are expected to respond.

2. LESSON PLANNING: HOW WELL DOES THE TC PLAN INSTRUCTION IN ORDER TO ENGAGE STUDENTS IN RIGOROUS AND RELEVANT LEARNING?

<table>
<thead>
<tr>
<th>CRITERION SCORE</th>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 * Developing</td>
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</table>

COMMENTS ON THIS CRITERION:
Feedback given to [student]: Your lesson objectives are much improved in this lesson plan. The evaluative criteria is clearer, and you have integrated the academic language functions. The guided note sheet, and all the visual supports (bolded vocabulary words, flow charts, etc.) will enable students to have a better command of the lesson vocabulary.

In the evaluative criteria section of the lesson plan, you are describing the assessment, rather than describing how you are going to determine if students mastered the objective. What specifically will students have to include in their drawing in order to fully demonstrate their understanding of how haploid cells go through fertilization to produce a diploid cell, for example. How will you judge if it is a good response? Are students graded on this activity?

For the academic language section of the lesson plan, be sure to include the language supports as well as the language functions.

3. INSTRUCTION: HOW WELL DOES THE TC IMPLEMENT INSTRUCTION IN ORDER TO ENGAGE STUDENTS IN RIGOROUS AND RELEVANT LEARNING?

<table>
<thead>
<tr>
<th>CRITERION SCORE</th>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
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</thead>
<tbody>
<tr>
<td>2.00 * Developing</td>
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</tbody>
</table>

COMMENTS ON THIS CRITERION:
Connected new learning to prior learning. What do we already know about how genes are inherited? Students shared out their responses. “Yesterday we talked about how DNA is packaged into chromosomes and
chromosomes carry genes and the gene has the information about our traits that we inherit from our parents…” (paraphrased).
How does meiosis (makes sex cells for reproduction) differ from mitosis (makes exact copies of that cell)?
Recap after introductory lesson/section of the assignment.

Do students know what they are going to be doing for the entire double period? (Perhaps I missed this ??) Do they know how to pace themselves throughout the entire first period?

Is the double block supposed to be for labs? Do you do labs regularly?

You integrated the SEPs of modeling and explanation into the guided note sheet. Have you been able to fully integrate student conceptual models and accompanying explanations? Pre and post instruction? Do you have a plan to integrate this in a future unit?

4. ASSESSMENT: HOW DOES THE TC USE MULTIPLE MEASURES TO ANALYZE STUDENT PERFORMANCE AND TO INFORM SUBSEQUENT PLANNING AND INSTRUCTION?

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>DEVELOPING</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>

**CRITERION SCORE :**

2.00 * Developing

**COMMENTS ON THIS CRITERION:**

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

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

5. COMMUNICATION: HOW EFFECTIVELY DOES THE TC COMMUNICATE?

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>SCORE</th>
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<tbody>
<tr>
<td>DEVELOPING</td>
<td>PROFICIENT</td>
</tr>
</tbody>
</table>

**CRITERION SCORE :**

3.00 * Proficient
COMMENTS ON THIS CRITERION:

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

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

6. PROFESSIONALISM: HOW WELL DOES THE TC MAXIMIZE SUPPORT FOR STUDENT LEARNING BY DEVELOPING AND DEMONSTRATING PROFESSIONALISM?

<table>
<thead>
<tr>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
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</thead>
</table>

CRITERION SCORE:
3.00 * Proficient

COMMENTS ON THIS CRITERION:

TC continues to meet deadlines in terms of lesson planning and corresponding with me to schedule observations. She demonstrates a willingness to learn and integrate feedback.

TC was comfortable discussing reproductive terminology.

7. STUDENT DIVERSITY: HOW DOES THE TC RECOGNIZE AND VALUE THE DIVERSITY OF ALL STUDENTS?

<table>
<thead>
<tr>
<th>BELOW STANDARD</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
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</thead>
</table>

CRITERION SCORE:
2.00 * Developing

COMMENTS ON THIS CRITERION:

Students were engaged in the classwork during the first portion of the class. Three teachers were available to walk around and support student work and answer questions. This kept students on task and focused; teachers were able to respond to individual student needs.
8. IN WHAT WAYS DOES THE TC ENGAGE IN SELF-EVALUATION TO IMPROVE INSTRUCTION?

<table>
<thead>
<tr>
<th>CRITERION SCORE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00 * Developing</td>
</tr>
</tbody>
</table>

COMMENTS ON THIS CRITERION:
TC's reflection of her own learning
- Students drew from previous learning
- Working toward developing more confidence as a teacher
End-of-the-day 60-second Exit Sheet

Name ___________________________________________ Date ______

1. What was the best part of today? Why

2. What was not the best part of today? Why?

3. What could you have done differently?

4. Is there anything I can help you with (questions, concerns, comments)?
Lesson Planning

Thorough lesson planning is an expectation for all CCSU teacher candidates. We expect teacher candidates to make instructional decisions based on data as well as the specific needs of the students they work with. All teacher candidates, regardless of their specific discipline, understand that designing an effective lesson is not easy. It takes thinking and practice. However, as with all new skills, lesson planning becomes easier over time.

Teacher candidates are expected to appropriately plan the lessons 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 the cooperating teacher enough time to review the plans, provide feedback and allow the teacher candidate to make changes before teaching the lesson.

Lesson plans must be kept in a three ring binder. *Supervisors should review the lesson plans at the time of the observation.*

The lesson plan template is included. Secondary and K-12 teacher candidates may have a discipline specific lesson plan template provided by the academic department. Teacher candidates have access to the template on-line.

At no time during student teaching may a teacher candidate present a lesson without a complete lesson plan. Failure to plan will result in losing the right to teach. In addition, teacher candidates who consistently fail to meet the lesson planning expectations may be removed from student teaching.

See website for sample of CCSU Lesson Plan Template.

<table>
<thead>
<tr>
<th>INTASC Standard #7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning Skills: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.</td>
</tr>
</tbody>
</table>
Reflections
As the university supervisor, you play an important role in helping teacher candidates to see the connection between teaching and learning. This occurs during your opportunities to reflect with your teacher candidate. CCSU teacher candidates understand the importance of reflecting on their practice. However, since this is their first time teaching on an on-going basis, they will require guidance in using data generated by student work and making future instructional decisions. This is a skill that will need to be modeled and coached. Below are some questions that may assist you as you work with your teacher candidate.

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

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

Evaluations
There are two points during the student teaching experience where the university supervisor and cooperating teacher need to submit a collaborative report—the mid-term evaluation and the final evaluation. If you and the cooperating teacher elect to draft separate evaluations of the teacher candidate’s performance, we request that you meet with the cooperating teacher before you share your report with the teacher candidate. The mid-term and final evaluations must be submitted in Taskstream by the university supervisor. Towards the end of the semester, the cooperating teacher will be emailed a link which will enable the cooperating teacher to submit his/her evaluation in Taskstream.

The mid-term and final evaluations were designed to encourage a conversation between the cooperating teacher, teacher candidate and supervisor. The mid-term evaluation includes an area for goals to be set at the end of each specific evaluation area. The teacher candidate is expected to self-assess and be ready to share his/her evaluation during the mid-term and final conferences. Final semester grades are given by the university supervisor.

A generic evaluation form can be found in the Student Teaching Handbook. Discipline-specific mid-term and final evaluation forms are distributed at the beginning of the semester and will be submitted in Taskstream.
Use of Teacher Candidates as Substitutes or Hires
Graduate and undergraduates teacher candidates may not serve as a substitute for the cooperating teacher or another teacher while she/he is student teaching. Although the teacher candidate may be performing most or all of the duties of the classroom teacher, a substitute teacher must be hired by the district even when the teacher candidate is taking over the class during the full-time take-over period. Additionally, the teacher candidate cannot be hired by the district in any capacity while student teaching.

Teacher Candidates Left Alone in the Classroom
At some point during the student teaching experience, the cooperating teacher may leave the room for a period of time. This should take place once the cooperating teacher feels the teacher candidate has demonstrated strong classroom management skills and has had an opportunity to successfully execute a lesson plan. However, the cooperating teacher should be readily available. The teacher candidate should not be left alone for extended periods of time. If you observe this occurring, or the teacher candidate indicates that he or she is being left alone for extended periods, please contact us immediately.

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

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

Absences should be only for serious reasons such as death in the family or serious illness, or for the observance of religious holidays.

A note about attendance:
- The teaching assignment is for the full school day. The teacher candidate is expected to be at school during the same time period as the classroom teacher. The only reason a teacher candidate may be excused earlier than the end of a school day is to attend scheduled seminar class at the university.
- The schedule of teaching days that are followed during student teaching must conform to that of the school, not to that of the university. School holidays and university holidays do not always coincide. Teacher candidates will follow the school district’s calendar and not the vacation schedule of the university.
- It is expected that the teacher candidate will attend after-school meetings, such as department or grade-level meetings, workshops, faculty meetings, as well as parent-teacher conferences, and after-school events unless it interferes with the seminar time, in which case permission must be granted by the university instructor. Teacher candidates may not leave early to coach or work. The only exception would be to leave school at an appropriate time to attend the discipline’s student teaching seminar.
Weather-Related Absences
Connecticut weather can be unpredictable. Teacher candidates are expected to follow the schedule of the district with regards to late opening, early dismissals and school closures for their teachers. While this information is posted on district websites and by news organizations, each school has specific procedures for communicating schedule changes. It is the responsibility of the teacher candidate to become aware of this information and relay it to the university supervisor as necessary.

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

Student Teaching – Takeover Plan and Co-Teaching Model
The teacher candidate is still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage the cooperating teacher and teacher candidate to create a “Take-Over 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.

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

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 take-over period, it is not uncommon for the classroom teacher, while still in the room, to work on other tasks such as curriculum development, tier two instruction group, and/or other related tasks.

We encourage cooperating teachers and teacher candidates, with support from the university supervisor, to consider a team-teaching model. While team teaching or co-teaching is not a new model in schools, it is in its application to the student teaching experience. This approach allows two professionals to work together to support student learning. The co-teaching model of student teaching allows teacher candidates 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 your students. The partnership allows the cooperating teacher to provide consistent mentoring, providing the teacher candidate with the time and support necessary to gain skills and confidence required to teach successfully.
Below are some suggestions for implementing a co-teaching model:

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

**Student Teaching Takeover Planning Sheet**

**SAMPLE Elementary and Secondary**

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Elementary</th>
<th>Preparation</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• 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.</td>
<td>• Teach one period. • Check students’ work. • Continue to post students’ work. • Continue to assist with clerical routines.</td>
<td>• 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.</td>
<td>• Teach one period. If same content, begin to take over another section. • Continue responsibilities from Week 2.</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Responsibility:</td>
<td>Preparation</td>
<td>Preparation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------</td>
<td>-------------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue weeks’ 1 and 2 activities.</td>
<td>• Teach one period. If same content area, begin teaching second period.</td>
<td>• With the CT, choose a new content area to begin planning.</td>
<td>• Begin planning for new prep.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach one lesson/day.</td>
<td></td>
<td>• Plan when to videotape.</td>
<td>• If appropriate, begin another period of same content area.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach 1 or 2 lessons/day.</td>
<td>• Teach 2 periods of same content.</td>
<td>• Continue work on exit portfolio.</td>
<td>• Begin prep for new content area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Videotape lesson for self-reflection.</td>
<td>• Continue with responsibilities from week 4.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Begin preparing for new content area to be taken over.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td><strong>Elementary</strong></td>
<td><strong>Secondary</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teach 2 or 3 lessons/day.</td>
<td>• Teach 2 periods of same content.</td>
<td>• Continue previous work and responsibilities.</td>
<td>• Continue with previous responsibilities and routines.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continue with previous responsibilities and routines.</td>
<td>• Begin teaching 1 period of new content area.</td>
<td>• Prepare for new content teaching responsibility.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Responsibility:

<table>
<thead>
<tr>
<th>Week</th>
<th>Elementary</th>
<th>Secondary</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Teach new content area (~4 lessons daily).</td>
<td>Add additional courses not yet taught.</td>
<td>Set up mid-term evaluation conference (week 8 with supervisor.</td>
<td>Set up mid-term evaluation conference (week 8 with supervisor.</td>
</tr>
<tr>
<td></td>
<td>Continue with assumed teaching responsibilities.</td>
<td>Continue with other assumed teaching responsibilities.</td>
<td>Plan take-over of any additional content areas not yet taught.</td>
<td>Plan transition of other periods and preps not previously assumed.</td>
</tr>
<tr>
<td></td>
<td>Continue with other routines and responsibilities.</td>
<td>Continue with other routines and responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Participate in mid-term evaluation conference.</td>
<td>Participate in mid-term evaluation conference.</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
</tr>
<tr>
<td></td>
<td>Continue with previous responsibilities and routines.</td>
<td>Continue with previous responsibilities and routines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
</tr>
<tr>
<td>10</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
</tr>
<tr>
<td>11</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
</tr>
<tr>
<td>12</td>
<td>Full-time teaching</td>
<td>Full-time teaching</td>
<td>Classroom teacher gradually takes back teaching responsibilities.</td>
<td>Classroom teacher gradually takes back teaching responsibilities.</td>
</tr>
<tr>
<td></td>
<td>Fill out 12-week goal setting form</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During weeks 13 – 16, a plan should be made for the classroom teacher to gradually take back teaching responsibilities. A final evaluation conference should be scheduled during the last week(s) of student teaching.
**Student Teaching Takeover Planning Sheet**  
**SAMPLE K-12 Disciplines**

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsibility</th>
<th>Preparation</th>
</tr>
</thead>
</table>
| 1    | - Observing students.  
- Assisting individual students.  
- Assisting with clerical routines.  
- Researching and collecting materials for the curriculum you will be responsible for teaching.  
- Observing classroom routines.  
- Discussing cooperating teacher’s expectations for grading, record keeping and providing feedback to students. | - First take over class/grade level including lesson plans and materials needed.  
- Correcting students’ work.  
- Assisting with entering grades.  
- Assisting with clerical routines.  
- Continued work with individual students.  
- Continued work with clerical routines.  
- Assisting in all duties. |
| 2    | - Teaching of a specific class/grade level.  
- Conducting routines (attendance, etc.).  
- Assisting in all duties.  
- Working with individual students. | - Takeover of one additional grade level/class including lesson plans and materials needed.  
- Continued responsibilities from Week 2. |
| 3    | - Teaching of two classes/grade levels.  
- Ongoing daily responsibilities. | - Takeover of one additional grade level/class including lesson plans and materials needed for a total of 3 grades/classes.  
- Continued responsibilities from previous week.  
- Set up mid-term evaluation with cooperating teacher, supervisor and teacher candidate. |
| 4    | - Teaching of three classes/grade levels.  
- Ongoing daily responsibilities. | - Takeover of one additional grade level/class including lesson plans and materials needed for a total of 4 grades/classes.  
- Continued responsibilities from previous week. |
| 5    | - Teaching of four classes/grade levels.  
- Ongoing daily responsibilities. | - Takeover of one additional grade level/class including lesson plans and materials needed for a total of 5 grades/classes.  
- Continued responsibilities from previous week. |
| 6    | - Full take-over of teaching load.  
- Ongoing daily responsibilities. | - Continued lesson preparations including all materials and resources needed.  
- Continued responsibilities from previous week. |
| 7    | - Full take-over of teaching load.  
- Ongoing daily responsibilities | - Continued lesson preparations including all materials and resources needed.  
- Continued responsibilities from previous week.  
- Set up final evaluation meeting with cooperating teacher, supervisor and teacher candidate. |
| 8    | - Finishing up units of teaching and return classes to the cooperating teacher(s). | - Returning all borrowed materials.  
- Cleaning up and organizing work space.  
- Entering final grades and/or returning corrected work.  
- Debriefing with cooperating teacher regarding lessons for upcoming week if units are not completed. |
Travel Notes and Mileage Reimbursement

Margaret Nowicki of the Travel Office is available to answer travel reimbursement questions. She can be reached at 860-832-2549 or Margaret.nowicki@mail.ccsu.edu.

Submitting Travel

Travel is submitted on the Concur Website. If you do not already have a concur account, please contact Margaret at 860-832-2549.

Some helpful information:

- **Full Time University Supervisors**: official duty station is CCSU.
- **Part Time University Supervisors**: official duty station is your home, not CCSU.
- A current copy of your insurance coverage must be submitted to the travel department. The policy must cover the time range of the travel reimbursement requested. If your policy expires in October, you must submit your new policy showing coverage for the remainder of the semester. Also, your name must appear on the policy.
- Mapquest is the only acceptable mileage calculator. On-campus meetings/events are not eligible for travel reimbursement.
- Please submit travel in a timely manner that allows for the appropriate personnel to approve the travel submission. Do not submit all travel at the end of the semester; you may not be eligible for reimbursement in that instance. Submit the travel at the end of each month.

The CSU travel policy in part reads…”submission of a Travel Authorization for approval is required and reimbursement is sent to the Travel Department via submission of a Travel Reimbursement form within 15 business days after completion of the trip if a cash advance is taken, or 30 calendar days after completion of the trip if an advance is not taken. Any forms submitted after this date may be returned without reimbursement …”

These deadlines are especially important to note as the end of the fiscal year approaches. All travel reimbursement requests for travel that occurred prior to July 1, 2020, must be submitted to the Travel Department in a timely manner as described above. This includes in-state mileage reimbursement.

Fiscal Year 2019 travel submitted after the deadlines may not be approved for reimbursement.

Any questions may be directed to Ms. Margaret Nowicki at X22549.
**About Entering Grades**

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

We use the Banner Web Grading system to record grades for the semester. The use of web grading is a secure, encrypted process that protects the security and integrity of information pertaining to both the faculty and students. Web grading may be accessed from any computer with Internet access either on or off campus via CentralPipeline. The opening and closing dates to enter grades vary each semester. Please contact the OSCP if you are not sure of the dates.

In order to access CentralPipeline, you will need to have a BlueNet ID account (formerly known as your CCSU computer account). The BlueNet ID account also entitles you to a CCSU e-mail account. You can access CentralPipeline with your BlueNet ID account via the Internet at [http://pipeline.ccsu.edu](http://pipeline.ccsu.edu). Click on the Central Pipeline faculty/staff link. On the new page, click on WebCentral-Banner Web link on the left. Enter your BlueNet ID account name, then your password. On the new page, click the faculty tab to access Faculty Services, including your detailed class list.

If you don’t currently have a BlueNet ID account, you may go to [www.ccsu.edu/its](http://www.ccsu.edu/its) on the Internet and click on the link to the left that says, “Get an Account”. Please print a copy of the form and complete it. Upon completion, you may either mail it or fax it to the locations mentioned on the form. Also, please take special note of the university policies regarding use of BlueNet ID accounts. Once the account is created, a corresponding CentralPipeline account

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BlueNet Account Username = CCSU email account name (such as fords@ccsu.edu or ltafrate@ccsu.edu)  
Don’t forget your password will need to be changed every 60 days.

As faculty members, your teacher candidates’ names will appear under the Detail Class List tab (after the semester gets underway).
will be activated. Please be sure that your account request is submitted and that you leave sufficient time for IT to create the account in time to access Web Grading. It takes approximately one week to make the new account available to you. Please keep that in mind as it pertains to the final grade due date.

For new supervisors: we strongly suggest that you “try out” your new account to become familiar with the system.

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

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

If you should need help, please click on the help button on the upper right side of the Faculty Services page. Choose the appropriate semester and the CRNs will appear only for those classes in which you are listed as the primary instructor. The system will provide the opportunity to submit grades by selecting from the drop-down box. When entering grades:

- Enter a grade for all teacher candidates listed on the grade screen.

Final grades are immediately recorded when you press the SUBMIT key. Failure to press the SUBMIT key will cause all grades to be lost. Please note that we will automatically issue a grade of “NR” (“Not Recorded”) should a faculty member not enter a grade for a teacher candidate. The “NR” grade will change to an “F” at eight weeks into the following semester (at one year for Graduate students).

Web grading will allow us to better serve our students in a timely and secure manner. Students will be able to retrieve their grades via the web immediately after the grade calculation process has been run. If you have any questions or need assistance in entering grades, please don’t hesitate to call Matthew Bielawa at 860-832-2242 or email him at bielawam@ccsu.edu or Nancy Perreault at 860-832-2246, email perreaultn@ccsu.edu.

(Adapted from Faculty Grade Letter, Susan Petrosino, Registrar)
Proposed Grade Profiles

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

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

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

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

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

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

Essential Items

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

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

**General Overview of the Indicators:**

**Proficient:** Indicator Fully Met

**Developing:** Indicator Partially Met

**Below Standard:** Indicator Not Met

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

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

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

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

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

A final note: even though a teacher candidate may be outstanding, do not give a grade of A+. The highest grade possible is an A.
Electronic Data Collection
Assessing Teacher Candidate Work - Observations & Evaluations

Taskstream Requirement: All supervisors have a Taskstream account. The username and password are specific to each supervisor. Supervisors will enter assessment data for six observations, the mid-term evaluation, and the final evaluation.

Please note: the generic mid-term and final evaluation forms consist of 35 items applicable to all teacher candidates. There are also customized items for each discipline. The first 35 items must be completed for all teacher candidates, and if discipline specific items are on the form, these must be completed as well.

Guidelines:

- After observing the teacher candidate, please complete each observation “rubric” in Taskstream within a 48 hour time period. Data from a minimum of six observations should be entered.
- Please enter the mid-term evaluation data within 36 hours of completing the mid-term (half-way through the semester). Note that submission of the mid-term evaluation within Taskstream will act as your “electronic signature.” Please be sure to discuss the mid-term evaluation with the teacher candidate AND the cooperating teacher.
- Please enter the final evaluation data before or on the University’s deadline for grades. Note that submission of the final evaluation within Taskstream will act as your “electronic signature.” Please be sure to discuss the final evaluation with the teacher candidate AND the cooperating teacher.
- You must still enter in the final grade on the Banner system as in the past.

If you have questions or are experiencing any difficulties, please contact Lauren Tafrate at ltafrate@ccsu.edu.

Supporting Student Teaching Difficulties

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

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

Problems often occur due to lack of communication. Your first visit to the teacher candidate’s site is critical. This meeting should take place no later than the start of the first week of the
placement. We have found that this meeting helps eliminate confusion, answers questions and sets the teacher candidate and the cooperating teacher up for a successful semester.

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

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

1. Any problems or concerns that arise related to the performance of the candidate should be discussed with him/her by the cooperating teacher and the university supervisor.
2. If the issue is not resolved, the cooperating teacher, university supervisor, and candidate will meet to develop a focus form for the candidate. The coordinator of the Office of School-Community Partnerships (“OSCP”) may be called in for this step if the supervisor and/or cooperating teacher deems necessary. The focus form will describe the problem or concern and inform the candidate of specific suggestions, expectations, and a time frame for improvement or correction. The focus form should be based on data from the cooperating teacher, university supervisor, and other parties such as observation records, lesson plans, and a midterm 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 Associate Dean who will make a recommendation to the Dean. The Dean makes the final decision.

*The Department Chair will serve if there is no program coordinator.
Focus Form
Office of School-Community Partnerships ~ Central Connecticut State University
Student Teaching Support ~ Identified Areas of Focus

Teacher Candidate ____________________  Discipline____________________
Cooperating Teacher ________________  School________________________
University Supervisor ________________  Date _________________________

Identified Areas Needing Immediate Focus:

- Classroom Management
- Lesson Planning
- Lesson Implementation
- Integrating Feedback
- Professionalism
- Other

Specific Strategies to be implemented by the TC for areas marked above:
Area 1
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Area 2
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Area 3
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Support Strategies for the TC: (List below)
1. ____________________________________________________________________________
2. ____________________________________________________________________________
3. ____________________________________________________________________________
4. ____________________________________________________________________________

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

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

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

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

**Focus** - List the area(s) of concern:

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

Cooperating Teacher –

University Supervisor -

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

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

**Next Step** – When will the situation be reassessed?

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

---

Teacher Candidate _______________ Supervisor _______________ Cooperating Teacher _______________ Date _______________

Copies to:  
Teacher candidate  
University Supervisor  
Cooperating Teacher  
Office of School-Community Partnerships

The cooperating teacher may exercise his/her right to terminate the placement at any time during the student teaching semester.
Teacher Candidate Improvement Plan – Sample

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

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

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

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

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

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

Instruction:
The TC will include in her instruction, techniques to monitor, adjust and engage students as modeled by the CT. These techniques include, but are not limited to:
1. circulating around the room to monitor student focus
2. asking students to help read materials presented in class
3. modeling good oral reading
4. assisting special education students to track while oral reading is being done by classmates
5. refocusing students by asking them to identify locations while reading
6. model and give guided practice when introducing new learning techniques, i.e.: highlighting main ideas in paragraphs.
7. making materials for students requiring instruction, i.e.: having multiple choice answers instead of narrative, limiting the number of questions, etc.
8. use of the think aloud strategy
**Professionalism:**

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

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

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

**Next Step** – When will the situation be reassessed?

- Assessment will be ongoing throughout the terms of the contract.
- Observations will be conducted by US.
- An observation will be conducted by the Coordinator of OSCP at a mutually convenient time.
- A meeting will be held to determine if terms of the contract have been met by the teacher candidate.

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

- If the terms of this contract have not been met by the teacher candidate, the placement may be terminated.
- The cooperating teacher may exercise her right to end the placement at any time.

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<thead>
<tr>
<th>Teacher Candidate</th>
<th>Supervisor</th>
<th>Cooperating Teacher</th>
<th>Date</th>
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Copies to:
Teacher candidate
University Supervisor
Cooperating Teacher
Office of School-Community Partnerships
**Office of School-Community Partnerships**

**Cooperating Teacher Feedback Form**

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<thead>
<tr>
<th>Cooperating Teacher</th>
<th>Teacher Candidate</th>
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<tbody>
<tr>
<td>Supervisor</td>
<td>Date</td>
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**Teacher Candidate’s Progress ~ Please check the appropriate box.**

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<tr>
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<td>Teacher Comments</td>
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</table>

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

**Additional comments**

**Immediate Contact from the Supervisor Needed**

*Note: this form is available on the OSCP website [http://www.ccsu.edu/oscp](http://www.ccsu.edu/oscp) under the Cooperating Teacher heading*
Sample Beginning of the Semester Letter to Teacher Candidate and Cooperating Teacher

[adapted from materials developed by Ms. Patricia Marcinczyk]

TO: Teacher Candidate
CC: Cooperating Teacher
FROM:
DATE:
RE: Student Teaching Experience, ______ semester

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

As we begin this process together, I have taken the liberty of recording some common suggestions to guide us through the next several months.

Positive Beginnings

Be punctual. Set a positive tone by being on or ahead of time for assignments, meetings, duties, etc.

Be organized. Make sure that you organize time, space and materials wisely. Set up a 3-ring binder for lesson plans and materials. Include a copy of the Teacher Candidate Planning Sheet, which can be an on-going record of your responsibilities and plans.

Observe and take notes. Watch your cooperating teacher carefully and take notes on what you see. Remember that it is your cooperating teacher’s classroom and while you will be given the opportunity to grow and experiment, the foundation for the year is set during the first few weeks of school.

Pace classroom takeover. The Student Teaching Handbook provides excellent guidelines for the assumption of activities and responsibilities.

Build in regular conference times. One excellent tool is a communication journal used by both the teacher candidate and cooperating teacher. It can be separate or combined with the lesson plan journal.

Keep communication among the teacher preparation team open and current. Share contact information. [insert phone numbers and emails of all on the team] I plan to communicate weekly with both of you.

School visitations/observations

Initial visit. The purpose of my initial visit is to meet both the cooperating teacher and the teacher candidate in the school setting. This will be a short, informal visit during which we can get to know each other professionally. This would be a good time to introduce me to the school principal and office staff, as well. This meeting will be at the convenience of the cooperating
teacher and will take place as soon as possible, but no later than within the first 2 weeks of school. I must have a copy of the weekly schedule of activities by the end of this 2 week period.

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

I plan to arrive 15-20 minutes prior to lesson observations to review the lesson plan and, if possible, meet with you for a pre-conference. Please have a folder with a copy of the plan and any relevant handouts or materials that you plan to use. This should be in addition to the plan that is filed in the lesson plan/communication notebook. If an extra copy of the text or book is available, please include that as well.

I would like the school office to be notified about my visitation days and times so that they will expect me. You may leave your plan folder with the secretary in the office. Please arrange for a place for me to review the plan, and if possible, have a pre-conference with you.

In the classroom, make sure that I have a place to take notes during your lesson. An empty student desk and chair, or reading table, is fine. Provide the cooperating teacher with a copy of the plan, so that he or she can observe the lesson as well. I am interested in the cooperating teacher’s opinion/evaluation of the lesson.

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

**Evaluations**

There is a minimum of 3 times during the course of the semester that I would like all three members of the teacher preparation team to meet.

**Four Weeks Goal Setting.** This goal setting is primarily between the teacher candidate and the cooperating teacher. I would be happy to be a part of this procedure. However, I realize that the cooperating teacher is best able to determine goals in conjunction with the teacher candidate because of the close daily relationship. This meeting, therefore, can be simply a sharing of goals for all team members. This will take place at the convenience of the cooperating teacher.

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

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

Be an active member of the school community. Whenever possible, involve yourself in school activities, events, open house nights, workshops, professional development and parent conferences. This will help you experience the reality of teaching.

Invite as much feedback as possible not only from your cooperating teacher but also from other staff members as well as fellow teacher candidates. Invite the principal into the classroom to observe a lesson. Ask him/her for feedback and a written recommendation for your portfolio.

Become a part of the professional staff as soon as possible. Follow the calendar, schedule, dress and behavior code of the teachers in your school.

Keep your attitude, demeanor, and actions above reproach at all times.

Ask questions! Take the initiative. Make the most of this opportunity to learn.

Ask for help and support. Good teachers share ideas of things that work. Don’t be afraid to take risks. Try out those ideas.

Consider videotaping yourself during the semester. This is an excellent tool from which to grow. It allows you to “see yourself as others see you.”

Write thank you letters to your cooperating teacher and school principal upon completion of the student teaching experience.
Office of School-Community Partnerships
Name – Lauren Tafrate, Coordinator
Phone – 860-832-2144
E-mail – ltafrate@ccsu.edu

OR

Name – Sue Ford
Phone – 860-832-2067
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OR

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