

# Professional Program for Teacher Certification Handbook

For Teacher Candidates

*Preparing Professionals for Service in  
Our Communities*



School of Education & Professional Studies  
Central Connecticut State University

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## INTRODUCTION

Congratulations on your acceptance to the Professional Program for Teacher Certification! You have worked hard to reach this point. As you move into the professional level of your program, you are more than a student; you are now a teacher candidate, preparing to join the ranks of professional educators. The Professional Program for Teacher Certification is a rigorous and challenging program with an excellent reputation for quality and service. Admission to the Professional Program is a privilege which carries with it responsibilities not only to the program but to the public schools we serve. This handbook has been developed to help you meet the challenges and responsibilities ahead.

The faculty and administration of the School of Education and Professional Studies are committed to the preparation of quality teachers with the knowledge, skills, and dispositions needed to teach children in today's complex school environments. We want you to be successful in the program and this handbook is provided as one of many resources to help you along the way. Welcome to the community of the Professional Program for Teacher Certification and good luck!

## ACADEMIC ADVISING

### Elementary Education Undergraduate Students:

Now that you have been admitted to the Professional Program and are officially a teacher candidate in the School of Education and Professional Studies, you are being assigned a second advisor. This additional advisor is a faculty member from the Literacy, Elementary, and Early Childhood Education Department and they are now your *Primary Advisor*. You will need to meet with this advisor during the two weeks prior to registration in order to obtain your alternate PIN number so you can register for classes. This advisor will assist you as you plan to complete the Professional Program and will be able to give you valuable advice about your professional courses and help you plan for your career as a teacher. You should make a point to meet with your advisor at least once a semester to make sure you are on track with your academic plan. Your subject area advisor is now considered your *Secondary Advisor*. You are certainly welcome to meet with both advisors, since they have different areas of expertise.

### Secondary, K-12, and Post-Baccalaureate Students:

You will continue to be advised by the advisor who was previously assigned to you.

## EXPECTATIONS FOR PROFESSIONAL BEHAVIOR

As a teacher candidate, you are expected to model professional behaviors for students and must live up to high standards and values established in both the *Connecticut Code of Professional Responsibility for Teachers* and in the School of Education and Professional Studies. Your behavior in courses and field placement school classrooms reflects not only on yourself but on the university. The *Professional Behavior in Field Experiences* section outlines expectations for attendance, appearance, use of school facilities, security and videotaping. Becoming familiar with and internalizing the information in this section will increase the likelihood of your success in the program.

### CONNECTICUT CODE OF PROFESSIONAL RESPONSIBILITY FOR TEACHERS

Section 10-145d-400a of the Regulations of Connecticut State Agencies

#### PREAMBLE

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

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

Consistent with applicable law, the *Connecticut Code of Professional Responsibility for Teachers* shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purpose of this code of professional responsibility, “teacher” means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the State Board of Education.

## RESPONSIBILITY TO THE STUDENT

- (1) The professional teacher, in full recognition of his or her obligation to the student, shall:
  - (a) Recognize, respect and uphold the dignity and worth of students as individual human beings, and students as individual human beings, and therefore deal justly and considerately with students;
  - (b) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
  - (c) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion or sexual orientation;
  - (d) Foster in students the full understanding, application and preservation of democratic principles and processes;
  - (e) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
  - (f) Assist students in the formulation of value systems and worthy, positive goals;
  - (g) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire knowledge to achieve their full potential;
  - (h) Strive to develop within students' fundamental critical thinking skills and problem-solving techniques;
  - (i) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not lawfully discriminate; and
  - (j) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
  
- (2) The professional teacher, in full recognition of his or her obligation to the student, shall not:
  - (a) Abuse his or her position as a professional with students for private advantage;
  - (b) Sexuality or physically harass or abuse students;
  - (c) Emotionally abuse students; or
  - (d) Engage in any misconduct which would put students at risk.

## RESPONSIBILITY TO THE PROFESSION

- (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall:
  - (a) Conduct himself or herself as a professional, realizing that his or her action reflects directly upon the status and substance of the profession;
  - (b) Uphold the professional teacher's right to teach effectively;
  - (c) Uphold the principle of academic freedom;
  - (d) Strive to exercise the highest level of professional judgment;
  - (e) Assume responsibility for his or her professional development;
  - (f) Encourage participation of teachers in process of educational decision-making;

- (g) Promote the employment of only qualified and fully licensed teachers;
  - (h) Encourage promising, qualified and competent individuals to enter the profession;
  - (i) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
  - (j) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.
- (2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:
- (a) Obtain licensure or employment by misrepresentation or fraud;
  - (b) Misrepresent his, her or another's professional qualifications or competencies; or
  - (c) Engage in any misconduct which would impair his or her ability to teach.

### RESPONSIBILITY TO THE COMMUNITY

- (1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:
- (a) Be cognizant of the influence of teachers upon the community-at-large, and therefore shall not knowingly misrepresent facts or make false statements.
  - (b) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
  - (c) Promote the principles and ideals of democratic citizenship; and
  - (d) Endeavor to secure equal educational opportunities for all children.
- (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:
- (a) Exploit the educational institution for personal gain; or
  - (b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.
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## Professional Behavior in Field Experiences

### ATTENDANCE

Your host teacher and the students in the classroom are counting on you. If you are sick and unable to attend your field experience, it is expected that you will make appropriate contact with your host teacher. Please discuss the procedures your host teacher would like to follow. You are expected to make up the time you missed. In addition, please follow the procedures that are in place from your course instructor regarding notification of an absence from your field experience. If you are responsible for teaching a lesson on the day of your absence, you must provide the materials needed to the host teacher so the lesson can be taught. Often the lesson you would have been presenting is part of a unit sequence. The students and host teacher cannot wait until your next visit to move along with the curriculum. Missing field experience days to complete

homework from other classes, work, and non-CCSU break vacation plans is unacceptable and will reflect poorly on your overall performance in the class. Exceptions for extraordinary circumstances due to serious health issues or death in the family may be granted with official documentation.

### APPEARANCE

A school is a professional environment. Every school has expectations regarding the appearance of its faculty and staff. As a pre-service teacher participating in a field experience, you are expected to meet or exceed the schools' expectation of appearance. You are expected to dress professionally at all times in the schools. It is your responsibility to become familiar with the school's expectations for faculty appearance and dress appropriately during the field experience. Personal hygiene is very important when working closely with students and with school employees. Naturally, you should avoid strong or excessive odors or perfumes and fragrances. Below are some examples of appropriate and inappropriate clothing.

#### **Appropriate Clothing**

- ◆ Clean, neat, and un-torn attire.
- ◆ For women, dresses, skirts, pants, pantsuits, skorts, shirts, and blouses are suitable. All clothing should be modest and are not to be excessively short, tight or revealing. Any shirt, blouse, or dress that covers the back and midriff and does not have a plunging neckline and is not see-through is acceptable. Footwear (shoes, boots, and sandals) should complement professional attire.
- ◆ Suitable attire for men includes pants, collared shirts, shoes/boots, and socks. Ties are optional. Shirts are to be tucked, and buttoned. All clothing should be modest and not be excessively tight or revealing.

#### **Inappropriate Clothing**

- ◆ Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity.
- ◆ Any excessively tight or form-fitting article of clothing.
- ◆ Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter-tops, low-cut garments, short shirts and flip-flops.
- ◆ Tattered, frayed, ripped or excessively worn and faded clothing.
- ◆ Transparent, translucent or sheer clothing.
- ◆ Clothing associated with gang activities including athletic jerseys and headgear which may be associated with gang affiliation.

- ◆ Clothing that bares any part of the mid-section, even if the mid-section is bared unintentionally.
- ◆ Any visible portion of your underwear or under-garments.
- ◆ Tattoos on the face or body not covered by clothing.
- ◆ Baseball caps, knit caps or any other head covering.

\*Exceptions to the above guidelines may occur for those teacher candidates who are engaged in *Physical Education* or *Technology Education* activities, which might require appropriate attire for specific applications.

#### PERSONAL PHONE, EMAIL AND INTERNET COMMUNICATION

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

- ◆ Voicemail message: please be sure your outgoing message is professional and succinct.
- ◆ Email user names: the name you choose may give a different impression of you than you would like. What is appropriate for a college student may not be appropriate for a beginning professional.
- ◆ Social Networks (Facebook, Instagram, Snapchat, etc.): be careful what you post, and check other user's comments about you. Be aware your students are likely surfing these sites; many potential employers are also now reviewing social networking sites in performing background checks. Additionally, be safe and do not upload pictures or videos of children, even if you have signed permission from parents.

#### USE OF SCHOOL TELEPHONES AND COPIERS

- ◆ Do not make personal calls during the day. This includes the use of cell phones. Cell phones must be **turned off** prior to entering the school building. (If you are a parent, you may receive special permission to have your cell phone on *vibrate*. Please discuss this with your host teacher.)
- ◆ Copiers should only be used to copy instructional materials for the students or information that will be sent home to parents. Please discuss the rules that are in place for the copier in your building. In some schools, specific school personnel are the only ones who may use the copier. If you are able to use the copier, please make sure you know how it works and what procedures should be followed in case of a paper jam.
- ◆ Students should not use the copy machine to copy curriculum or other materials for their files or personal use.
- ◆ If your building has a laminator, it may be used only for school related purposes. Please consult your host teacher regarding its use.

## SAFETY AND SECURITY

For the safety of the students, all buildings follow security procedures. Ask to read the school's safety/emergency plan. Typically, buildings keep all doors locked during the day except for the main door by the driveway. In some instances, the main door is also locked. In these situations, a buzzer is located near the door. The office staff will need to let you in the building.

Each time you visit your school site, please do the following:

- ◆ Report to the office and sign in upon arrival;
- ◆ Wear an appropriate visitor's badge while in the school;
- ◆ Return the badge (if appropriate) and sign out.

## VIDEOTAPING

If you must videotape a lesson as part of a university assignment, you must obtain written permission from the parents in advance. Please consult your host teacher as well as your instructor for more information on school and classroom policies.

# **FINGERPRINTING and BACKGROUND CHECKS**

As of January 1, 2018, each school/school district placing students for observation, field experience, practicum, internship, or any school-based placement will determine their own background check/fingerprinting requirement. Students will follow the policy of the school district where they are completing their field experience. When notified by the district, students must complete the district's requirements. All additional fees associated with completing the background check/fingerprinting requirement are the sole responsibility of the student. The background check requirement that a student completes for one school district, may not meet the requirement for a subsequent school district.

## FIELD EXPERIENCES AND STUDENT TEACHING

The School of Education and Professional Studies maintains a strong commitment to the preparation of teachers. With this in mind, field experiences are recognized as a significant part of the total preparation for teaching. Achievement of the program objectives requires a continuous integrated program of field experiences, including directed observation, participation, and full-time responsible teaching in partner schools. Opportunity for application of knowledge in an actual school and classroom situation is basic to the preparation of the teacher candidate. Thus, field experiences for the prospective teacher are the link between formal preparation and full-time independent teaching.

The Office of School-Community Partnerships (OSCP) is responsible for working with course instructors and students when making field placements. Throughout the process, strict guidelines set by the State Department of Education are followed.

Course instructors work with you to secure appropriate placements. You must work with the placements provided to you by your course instructors and may not set up your own placements.

### Students with Disabilities

If you are a student with a disability and require reasonable accommodations, you should secure a letter of accommodation from the Office of Student Disability Services as you would for any other course. You must be registered with Student Disability Services to receive reasonable accommodations. Student Disability Services, <http://www.ccsu.edu/sds/>. It is important that your instructor receive your letter of accommodation in a timely manner, as the arrangements for field placements are complex and require a great deal of advanced work on the part of the instructors.

### Making the Most of Your Field Experiences

#### BUILD POSITIVE RELATIONSHIPS WITH STUDENTS

You can build positive relationships with students by:

- ◆ learning each student's name as soon as possible;
- ◆ making each student feel important by showing respect and positive attention;
- ◆ showing interest in helping each student learn;
- ◆ providing students with specific feedback about their work after consulting with the classroom teacher on how to appropriately do this;
- ◆ holding students accountable to the classroom behavior and work expectations as specified by your host teacher;

- ◆ smiling- create a positive atmosphere with facial expressions and body language;
- ◆ recognizing special talents and efforts of students; and
- ◆ avoiding comparisons with other students, being careful not to show favoritism.

### WORK WITH STUDENTS

At all times, your interactions with students should be professional, respectful, and appropriate in nature. Remember to maintain confidentiality regarding information that pertains to individual students. Never repeat or discuss private school-related information in a public place (e.g., movie theater, restaurant, concert, etc). While working in the classroom, you may:

- ◆ assist individual students in performing activities initiated by the teacher;
- ◆ assist host teacher in supervising students in the hallway, lunchroom, or the playground;
- ◆ assist in monitoring students working;
- ◆ reinforce learning in small groups or with individuals while the classroom teacher works with other students;
- ◆ perform some clerical tasks;
- ◆ assist the teacher in observing, charting or recording observable behaviors;
- ◆ assist in the preparation and production of instructional materials;
- ◆ read aloud or listen to children read;
- ◆ assist with implementation of differentiated instruction planned by the classroom teacher; and/or
- ◆ plan and implement lessons with the teacher's approval at least 2 days prior to implementation.

In addition, you may be asked to complete specific tasks related to course work at CCSU. Early in the semester, please share the assignments and expectations with your host teacher so they may be able to assist you. Your host teacher may provide you with ideas or suggestions as well as set aside the time you may need to work with children in order to complete the specific assignment.

### OTHER HELPFUL HINTS

- ◆ Be enthusiastic and sincere.
- ◆ Be perceptive of the students' feelings.
- ◆ Know the community and cultural, religious, etc. background of your students so you can show respect and understanding.
- ◆ Be cooperative with supervising teacher.
- ◆ Be consistent yet flexible, and accept direction from cooperating teacher.

- ◆ Be dependable.
- ◆ Have high expectations for students.
- ◆ Maintain a helpful attitude toward cooperating teacher.
- ◆ Show kindness to school personnel and students.
- ◆ Offer assistance: “What can I do to help?”
- ◆ Be a stellar representative and ambassador of the University and the School of Education and Professional Studies.

## STUDENT TEACHING

Student teaching continues to be a time 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 teacher candidates can connect the program’s knowledge base and theoretical and research-based orientation to their practical experiences in schools and in communities that surround schools.

## APPLYING FOR STUDENT TEACHING

You must submit an application using Taskstream for student teaching during the semester prior to the one in which you wish to student teach. Applications must be submitted **no later than FEBRUARY 15** for Fall placement and **SEPTEMBER 15** for Spring placement. Information regarding student teaching can be found on the Office of School-Community Partnership’s website [www.ccsu.edu/oscp](http://www.ccsu.edu/oscp)

As part of the student teaching application, you will need to provide evidence of passing scores on required content knowledge tests. Once all of your materials have been submitted in Taskstream, you must make an appointment to meet with the OSCP.

All applications are reviewed by the staff and an informal transcript audit is conducted when the application is submitted. You must receive a “C” or better in all Professional Program courses and must maintain a 2.70 GPA. Transcripts are reviewed at the end of the semester prior to student teaching to ensure that the above requirements are met.

If you have any questions regarding the application for student teaching, you can contact the OSCP, 860-832-2417.

## STUDENT TEACHING PLACEMENTS

The key factor in placing a teacher candidate is matching the teacher candidate with the best possible cooperating teacher. The OSCP must work with specific district personnel to secure

placements. Teacher candidates **may not** seek their own student teaching assignments. As placements are completed, you will be notified of your tentative assignment. You are then asked to call the cooperating teacher or the principal to arrange an interview. Final placement is contingent on a successful interview. If you are planning on student teaching in the fall, you will **typically** interview before the end of the spring semester. If you are planning on student teaching in the spring, you will interview before the end of the fall semester.

Arranging transportation to the assigned school is your responsibility. Due to a shortage of cooperating teachers in some areas, you may be required to commute a longer distance than preferred. The student teaching calendar of days conforms to the cooperating school and not to the university calendar. Dormitory accommodations are not available during the university vacation period.

Student teachers are **not** permitted to take additional classes during the student teaching semester. Undergraduate students in elementary, secondary and some K-12 programs will be carrying less than a full-time load (less than 12 credits) during the student teaching semester. Full-time students much change their status to Part-Time if they will be taking less than 12 credits. The Change of Status form can be found on the Registrar's website under the FORMS tab. (<https://www.ccsu.edu/registrar/forms.html>)

CCSU has made some policy changes designed to lessen the impact of part-time status on financial aid and institutional grants. In summary, below are the current policies.

- Financial Aid will allow BSED students who are not full-time during their student teaching semester to be evaluated for full time awards
- Students must still be registered for a minimum of 6 credits per semester and maintain federal eligibility
- Federal Pell grants will be adjusted based on the number of credits you are registered for
- Student loans and state grants will be reviewed to maintain full time awards

### **Elementary Student Teaching**

At the elementary level, student teaching involves the entire semester. The placement is at one grade level. In addition to student teaching, students attend a seminar which may be held either on campus or at a school in/near the district where the student is teaching.

### **Secondary Student Teaching**

Student teachers in the 7-12 programs in English, Mathematics, Modern Languages, History/Social Studies, and the Sciences are placed in public middle or high schools for the entire semester. Students spend the full semester in the schools, while attending an on-campus seminar once a week.

### **All Level Subject Student Teaching**

In Music, Art, Dance, TESOL, Technology Education and Physical Education, student teaching involves the entire semester. Student teachers are placed in public schools for a period of 16 weeks. Placement for Music, Art, TESOL, and Physical Education is divided into an 8-week period at the elementary level and an 8-week period at the secondary level. Placement for Technology Education is divided into an 8-week period at the middle level and an 8-week period at the high school level. Special Education placements involve either 8 weeks at the elementary level and 8 weeks at the secondary level. Placements may be in a public school or an approved private agency.

PLEASE NOTE:

*All student teachers follow the vacation calendar of the school district to which they are assigned. Student teaching begins and ends according to the CCSU calendar.*

# TIMELINES AND DEADLINES

Completing the Professional Program in a reasonable amount of time requires careful planning, a good deal of organization, observation of important deadlines, recognition of professional program course pre-requisites and an awareness of what needs to be done when.

## Elementary Education Professional Program

Courses in the elementary program are scheduled into four sequences or semesters, each designed with a shared field experience. Part-time students may need to separate the courses in a sequence. If this is necessary, please discuss it with your advisor.

### SEMESTER 1

- Take General Education and/or Major/Content courses as needed
- Begin Professional Program Sequence I
  - ◆ LLA 315: Comprehensive Reading Instruction I
  - ◆ SPED 315: Introduction to Educating Learners with Exceptionalities
  - ◆ EDEL 315: Principles of Learning: Elementary Education
  - ◆ FA 412: Fine Arts Across the Curriculum
- Take PRAXIS II subtests in Math, Science, and Social Studies

### SEMESTER 2

- Plan to complete all coursework, including Professional, Major/Content, and General Education courses prior to Student Teaching
- Begin Professional Program Sequence II
  - ◆ EDEL 322: Effective Elementary Teaching I
  - ◆ LLA 316: Comprehensive Reading Instruction II
  - ◆ EDEL 415: Elementary Social Studies Methods
- **UNDERGRADUATE STUDENTS ONLY:** Apply for graduation; Print a Degree Evaluation and address any discrepancies with advisor and/or Registrar's Office
- **GRADUATE STUDENTS ONLY:** Verify planned program with advisor and/or Graduate Studies
- Take Foundations of Reading Test and PRAXIS II Reading & Language Arts

## Elementary Education, cont.

### SEMESTER 3

- Familiarize yourself with the student teaching application process on the OSCP website: <http://www.ccsu.edu/oscp/>
- Apply for Student Teaching by February 15 or September 15 via Taskstream and visit the OSCP to make an appointment to complete and sign required documents
- Begin Professional Program Sequence III
  - ◆ EDEL 420: Effective Elementary Teaching II
  - ◆ MATH 412: Elementary Mathematical Methods
  - ◆ LLA 412: Literacy in the Elementary School
  - ◆ SCI 412: Learning and Curriculum Studies in Science
- Visit Career Success Center website, create an account in *College Central Network*
- Attend workshops to improve career skills, such as resume building, writing cover letters, and interviewing tips.

### SEMESTER 4

- Student teach (Professional Program Sequence IV)
  - ◆ EDEL 430: Elementary Education Student Teaching
  - ◆ EDTE 430: Seminar in Leadership and Learning Communities
- Submit edTPA assessment
- Apply for State of Connecticut Certification (In the Dean's Office)
- Attend career fair

## Secondary Education Professional Program

### SEMESTER 1

- Begin Professional Program Sequence I
  - ◆ EDTE 316: Principles of Learning in Diverse Settings (Secondary)
  - ◆ SPED 315: Introduction to Educating Learners with Exceptionalities
- Take General Education, Major, and/or other Professional Program courses as needed
- Take relevant content area Praxis II and ACTFL test(s)

### SEMESTER 2

- Begin Professional Program Sequence II
  - ◆ EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
  - ◆ Major Department methods course for secondary school teaching
  - ◆ LLA 440: Literacy in the Secondary School
- Take General Education, Major/Content, and/or other Professional Program courses as needed
- **UNDERGRADUATE STUDENTS ONLY:** Apply for graduation (Office of the Registrar)
- **UNDERGRADUATE STUDENTS ONLY:** Print a Degree Evaluation
  - ◆ Address any discrepancies with academic advisor or Registrar's Office
  - ◆ Plan to complete all coursework, including Professional, Major and General Education courses prior to Student Teaching
- **GRADUATE STUDENTS ONLY:** Verify planned program with advisor
- Familiarize yourself with the student teaching application process on the OSCP website: <http://www.ccsu.edu/oscp/>
- Apply for Student Teaching by February 15 or September 15 via Taskstream and visit the OSCP to make an appointment to complete and sign required documents
- Visit the Career Success Center website to create an account in *College Central Network*
- Attend workshops to improve career skills (resume writing, interviewing, etc)

### SEMESTER 3

- Student teach (Professional Program Sequence III)
  - ◆ EDSC 435: Secondary Education Student Teaching
  - ◆ Major Department seminar for secondary school teaching

***NOTE:** Math majors may only student teach in a Fall semester;  
Modern Language and Science majors may only student teach in a Spring semester*
- Submit edTPA assessment
- Apply for State of Connecticut Certification (in the Dean's Office)

## All-Level Education Professional Program

### SEMESTER 1

- Begin Professional Program Sequence I
  - ◆ EDSC 425: Multicultural, Interdisciplinary Teaching at the Secondary Level
- Take General Education, Major and/or other Professional Program courses as needed
- UNDERGRADUATE STUDENTS ONLY: Apply for graduation (Office of the Registrar)
- UNDERGRADUATE STUDENTS ONLY: Print a Degree Evaluation
  - ◆ Address any discrepancies with academic advisor or Registrar's Office
  - ◆ Plan to complete all coursework, including Professional, Major and General Education courses prior to Student Teaching
- GRADUATE STUDENTS ONLY: Verify planned program with advisor or Graduate Studies
- Familiarize yourself with the student teaching application process on the OSCP website: <http://www.ccsu.edu/oscp/>
- Apply for Student Teaching by February 15 or September 15 via Taskstream and visit the OSCP to make an appointment to complete and sign required documents
- Visit the Career Success Center website to create an account in *College Central Network*
- Attend workshops to improve career skills (resume writing, interviewing, etc)
- Take relevant content area Praxis II test

### SEMESTER 2

- Student teach (Professional Program Sequence II)
  - ◆ EDSC \*\*\*: Student Teaching: Elementary
  - ◆ EDSC \*\*\*: Student Teaching: Secondary

\*\*\* course numbers vary depending upon Major

*NOTE: Art Education majors may only student teach in a Spring semester*
- Submit edTPA assessment
- Apply for State of Connecticut Certification (in the Dean's Office)
- Attend career fairs

## PERFORMANCE ASSESSMENTS

The teacher education program uses interviews, field experience observations, portfolios, and regular assessments of developing professionalism to assess teacher candidate knowledge, skills, and professional dispositions. These multiple assessments also provide you, the student, with feedback that enables you to review and improve your own work and helps you judge your progress toward program outcomes.

### Taskstream

All candidates must have an active Taskstream subscription. Just as you were required to submit your application for the Professional Program via Taskstream, you will also submit other artifacts as you move through the program. Each content area requires different assignments/artifacts. Examples include lesson plans, field placement information forms, unit plans, etc. In addition, you will apply for student teaching within Taskstream. Always access Taskstream by logging into your CCSU Blackboard account, and then clicking on the Launch Taskstream button.

### Content Knowledge Testing Requirements:

#### Praxis II, ACTFL and CT Foundations of Reading Test

All teacher candidates must submit evidence of having passed their respective content area test(s) prior to applying for student teaching. Some of these tests are only given a few times a year and many are available as a computer-delivered test to be taken at a designated testing center.

The Praxis II: Subject Assessments, the American Council on the Teaching of Foreign Languages (ACTFL) tests, and the Foundations of Reading test measure a student's knowledge of the subjects they will teach. The tests also measure a student's general and subject-specific pedagogical skills and knowledge. Test codes and passing scores are subject to change. Up-to-date test requirements can be found at the Connecticut State Department of Education website here [https://portal.ct.gov/-/media/SDE/Certification/assess\\_for\\_cert.pdf](https://portal.ct.gov/-/media/SDE/Certification/assess_for_cert.pdf) (you may need to copy and paste this link into your web browser)

Information for Praxis II regarding registration procedures, fees and forms, as well as test dates and locations, can be found at the Praxis website: [www.ets.org/praxis](http://www.ets.org/praxis). The Praxis Series *Registration Bulletin* also includes registration and test information and is available on the Praxis website. Test results are available within 2 to 8 weeks. Be aware that paper-delivered tests and constructed-response (essay) tests take longer to score. Students should also be aware that scores are only available online for one calendar year so they should be downloaded and printed as soon as they are received.

Information for the Connecticut Foundations of Reading Test regarding registration, fees forms, as well as test dates and locations, can be found on the following website:

[www.ct.nesinc.com](http://www.ct.nesinc.com).

### TEST PREPARATION FOR PRAXIS II

The most important key to a successful performance on Praxis II is sound preparation in your educational coursework. Praxis II *Study Companions* are available for free on the Praxis website and provide a framework for study and a review of material that could be covered in the individual tests. The *Study Companions* are organized by subject area and include detailed test descriptions, sample questions with answers and explanations, and helpful test-taking strategies. Please visit, <https://www.ets.org/praxis/prepare/materials>. Review of your textbooks, course readings, and notes is perhaps the best way to study for the test.

### **Praxis Library**

Study guides are available in the SEPS Advising Center. Students may visit the office Monday – Friday between 8:00 am–5:00 pm to use the study guides. Additional test preparation books are available at national bookstores; however, the CCSU School of Education & Professional Studies has not reviewed these materials.

### edTPA

Developed for educators by educators, edTPA is a performance-based, subject-specific assessment and support system used by colleges and universities to emphasize, support, and measure the skills and knowledge that teacher candidates need from day one to help all students in real classrooms learn. Teacher candidates complete the edTPA assessment in their area of certification during student teaching and must achieve a passing score in order to be certified in Connecticut.

Additional edTPA in Connecticut information can be found online through the State Department of Education at, <https://portal.ct.gov/SDE/Certification/edTPA>.

## RETENTION CRITERIA

Once admitted to the Professional Program for Teacher Certification (PPTC), a teacher candidate is required to maintain a semester grade point average (GPA) of 2.70 and a cumulative GPA of 2.70 for all coursework completed at CCSU and elsewhere. If a candidate's GPA drops below this level, they may be denied enrollment in PPTC courses and student teaching until the GPA reaches the required level. In addition, teacher candidates must receive grades of C or better in every professional program course; candidates may not proceed to the next sequence of professional program courses until such grades are earned. The Graduate School requires candidates enrolled in graduate or post baccalaureate certification programs to maintain at least a 3.00 GPA.

### CONTINUATION IN THE PPTC

In addition to academic good standing, teacher candidates must:

- ◆ Engage in professional behavior, attitudes, and attributes that positively impact performance as a teacher;
- ◆ Demonstrate acceptable performance during field experiences and student teaching;
- ◆ Perform at an acceptable level on all program assessments;
- ◆ Adhere to the *Connecticut Code of Professional Responsibilities for Teachers*;
- ◆ Maintain the confidentiality of professional information at all times; and
- ◆ Exhibit integrity and honesty in written and verbal communications, documentation, and coursework.

### CONTINUATION ISSUES RELATED TO FIELD EXPERIENCES AND STUDENT TEACHING

Issues revealed in criminal background checks, conviction of crimes, or other due and sufficient cause may lead to removal from field experiences, student teaching, and the PPTC. The university makes every effort to secure appropriate field placements for every professional program candidate; however, there are times when such placements cannot be procured. If three requests to districts to obtain a field placement for a candidate are denied based on the candidate's criminal background check, other public records, and /or the candidate's performance in interviews, this could also result in removal from the PPTC. If a candidate encounters difficulties in a field experience, the opportunity to move forward may be delayed or denied. Should a candidate experience difficulties during student teaching, the Competency Review Team (see Student Teaching Handbook) will convene and make recommendations regarding continuance in Student Teaching and the PPTC.

# GRADUATION AND CERTIFICATION

## GRADUATION

Undergraduate students must file an *Application for Graduation* in the Office of the Registrar one year prior to planned graduation. Those expecting to complete degree requirements in May or August must file by May 1, and those completing in December must file by December 1. The application will trigger the completion of a degree audit by the Office of the Registrar, which will be mailed to the student within a few months following receipt of the Application for Graduation. Students should review their degree audits carefully and address any concerns or discrepancies with the degree auditor immediately. You will not receive your degree unless you apply to graduate.

Post- Baccalaureate Certification program students do not have to apply for graduation since they are not in a degree program.

## CERTIFICATION

Students must complete and submit an *Application for Connecticut Certification* and a copy of their Praxis II or ACTFL score report. State of Connecticut certification regulations require that certification applicants meet the regulations in place at the time the certification application is submitted to the Connecticut State Department of Education, regardless of when the certification program was completed. State regulations, including course and testing requirements, may change at any time. Teacher candidates are urged to apply for Connecticut certification during their last semester of coursework or immediately upon completion of the program, even if they do not plan to teach in Connecticut.

Teacher candidates should submit an *Application for Connecticut Certification* (form ED170-A) to the Assistant Dean/Certification Officer of the School of Education and Professional Studies (SEPS) during the last month of their student teaching semester. Once the final grades for the semester are posted to the transcripts, and undergraduate degrees are awarded, the certification application will be signed by the Certification Officer and returned to the student with instructions for submitting the ED170-A form to the Connecticut State Department of Education. It is important to remember that certification is granted by the State of Connecticut, not by the University.

The student will be awarded an *Initial Educator Certificate* in his/her endorsement area that is valid for three years.

**NOTE:** During the students' last or second to last semester at CCSU, they will be reminded of these procedures and updated on any State of Connecticut policy changes. Undergraduate students will not be recommended by CCSU or granted certification by the Connecticut State Department of Education until their degrees are posted to the transcript.

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