



CTEN District Partners’ Advisory Council Collaboration – Bridging between the Central Elementary Education Program to a Continuum of Authentic and Relevant Field Experiences for Elementary Teacher Candidates in Preparation for Student Teaching

Central Elementary Education Course Sequence

	Sequence I	Sequence II	Sequence III
Field Experience Course	EDEL 315 Principles of Learning: Elementary Education	EDEL 322 Effective Elementary Teaching I	EDEL 420 Effective Elementary Teaching II
Emphasis	Use of educational theory and research findings applicable to classroom practices, learning communities, and learners’ developmental levels.	Use of standards, development, and alignment of objectives, planning of consecutive lesson plans, instructional strategies, and assessment concepts (formative and summative assessment).	Current trends in Elementary School curriculum and instruction; focus on developing compassionate classrooms that are culturally responsive that are respectful of all students’ cultural, social, and developmental differences; collect and analyze data to inform future instruction.
# Hours	30 hours	45 hours	60 hours
Elementary Curriculum	• K-3 decoding, phonological awareness, letter knowledge, phonics, structural analysis (mostly syllabication), regular and irregular high frequency words, reading fluency. • Introduction to dyslexia (characteristics, assessment, and mainstream classroom teacher’s response)	• Reading comprehension strategies, vocabulary strategies, content area reading strategies, introduction to second language acquisition and strategies for emergent bilinguals. • Methods of teaching Social Studies	• Methods of teaching Mathematics • Methods of teaching Science • Writing Instruction (writing process, skills-based instruction, sentences, syntax) • Reading comprehension (applications of strategies in holistic reading frameworks)
Context for Learning in K-12 Schools	Introduction to: • Classroom Culture (student assets, interests, and student challenges) • Curriculum • Demographics • Schedule and logistics	Cycle of planning, instruction, and assessment: • With reflections for each part within lesson plan template • As related to classroom context	Understanding of classroom, school, and community contexts deepens as applied to all aspects of building student relationships: • Social/emotional connections • Curriculum mapping and planning • Instruction, assessment, and differentiation
Classroom Management	Integrating learning theories with strategies to support behaviors. Introduce behavioral expectations during first week of school (routines rules, procedures, problem-solving SEL, building community in the elementary classroom).	Designing instructional strategies that develop desired learning behaviors, efficient transitions, collaborative learning, and increase student’s independence.	Creating classroom learning environments consistently respectful of all students’ cultural, social and/or developmental differences.
Individual Student Needs	Recognizing each student as an individual learner with their own set of strengths/needs. Candidates focus on getting to know students, students with IEPs / 504s, emergent bilingual students, differentiation and intervention, students with dyslexia, and individual behavior challenges.	Introduction of a variety of key models of instruction and methods to develop skills, knowledge, understanding, critical thinking and problem-solving. An arts-based aesthetic model for literacy promotes differentiated strategies that address individual needs and talents, celebrate diversity, identity, student choice and interests, while building reflective thinking and creating new learning.	Identifying student interests and talents to utilize in addressing learning challenges. Utilizing multiple ways in which to measure and analyze student performance to shape authentic differentiation strategies that impact individual learning styles.
Special Education	• Laws/History of Special Education • Disability Categories as defined by IDEA • What are inclusive practices? • Philosophy of SPED in education • Environmental supports • Individual student strengths / needs • Strength-based support • Universal Design for Learning • Partnerships with families/PPT • PPT Process • About the IEP • Accommodations, modifications, other related services • Gifted and Talented		
Data Collection and Analysis	• Introduction to formative assessments • Field implementation of lessons’ formative assessment. • Analysis of evaluative criteria that aligns with objectives and how data informs next lessons to meet student’s strengths and challenges. • How assessment drives instruction.	• Collection of student data from implemented lessons. • Analysis of data to inform lesson planning • Various types of assessments and their purposes. • Performance assessments that celebrate individual student perspectives and voice.	• Planned assessment strategies provide essential evidence of student learning, and align with evaluative criteria, learning objectives, and instructional outcomes. • Assessment data informs planning consecutive lessons, addressing individual student challenges and utilizing student strengths in lesson strategies.



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Central Elementary Education Field Experience Sequence

1. **The Cycle of Reflective Teaching:** We believe that all teacher candidates must have the opportunity to practice planning, teaching, assessment, and reflection as a cyclic process – from the beginning of their field experience. Candidates in all sequences must engage in this cycle – at a developmental level appropriate for the individual candidate. A Sequence I candidate with limited classroom experience may complete one iteration of the cycle with a small subset of students, whereas a Sequence III candidate should repeat the cycle multiple times. Candidates' work on lesson planning, assessment creation, and data analysis/reflection should increase in complexity and candidate ownership over time.
2. **Rotation of Experiences:** We believe that a teacher candidate's field experience should extend beyond the host teacher/classroom. As schools are multifaceted communities, student growth is fostered both inside and outside the classroom. The vision and relationships shared by staff, faculty, and administration has a significant impact on school culture and student success. All aspects of a school environment – from the band room to the media center to the cafeteria – shape students' personal, social, and academic growth. Therefore, it is imperative that teacher candidates experience multiple aspects of the school community from their first placement.
3. **Observation and Reflection:** We believe that teacher candidates need time/structure for *targeted, intentional* observation and *formative* reflection.
4. **Equity, Inclusion, and Management:** We believe that when they feel valued, safe, and empowered in the classroom, ALL students have the capacity to thrive – academically, socially, and behaviorally. It is the teacher's responsibility to elevate the learning capacity of students, particularly those who have traditionally been marginalized in education. For teacher candidates to develop a philosophy of empathy and support – and methodologies to implement this philosophy in the classroom, their field experience must emphasize equity and inclusion as the cornerstone of successful teaching and learning from the very beginning.
5. **Challenge Options:** We believe that purposeful, self-differentiated, challenging opportunities will allow all candidates to accelerate their growth as educators.

This continuum of suggested activities for CCSU Elementary Education teacher candidates is intended to maximize field experiences for teacher candidates as they complete their pre-student teaching placements. Created in collaboration with CCSU and our district partners (Spring 2024).

	Sequence I	Sequence II	Sequence III
Field Experience Course	EDEL 315 Principles of Learning: Elementary Education	EDEL 322 Effective Elementary Teaching I	EDEL 420 Effective Elementary Teaching II
Goal(s) of Field Experience	- Connect educational theory and research findings with classroom practices - Foster positive environments in which all students can learn	- Align standards, central focus, and learning objectives - Plan coherent lessons and lesson segments - Apply instructional strategies and assessment concepts (formative and summative assessment)	- Incorporate current trends into teaching practices - Develop compassionate classrooms that are respectful of all students' cultural, social, and developmental differences - Collect/analyze data to inform future instruction
Cycle of Reflective Teaching TC scored using the same rubric – with improvement expected for each sequence.	One Cycle: - Plan or co-plan one host teacher-approved lesson - Implement lesson - Collect sample formative assessments <i>Host teacher provides feedback</i> - Write reflection <i>The lesson may be facilitated with a small group of students.</i> Focus Areas within a Cycle: - Review lesson learning target or objectives for the teacher's lesson plan. - Observe the host teacher teaching and circulate around the classroom and support students. - Gather/curate materials for instruction based on the teacher's lesson plan. - Add comments/feedback to student work (on sticky notes) to be reviewed by host teacher. Coteach lesson: "One Teach, One Assist" or "Alternative Teaching" - One Teach, One Assist: Cooperative teacher leads lesson; candidate assists during lesson - Alternative Teaching: cooperating teacher begins, alternates facilitation of the lesson with candidate	Cycle(s) with Reteaching: - Plan 1-2 host teacher-approved lessons that align to standards - Prepare resources - Implement lesson - Collect data <i>Host teacher provides feedback</i> - Write reflection - Reteach; reassess; re-reflect Focus Areas within a Cycle: - Review lesson learning targets and objectives for the teacher's curricula and lesson plans and prior student work. - Gather/curate and design materials and resources, including use of technology, for instruction based on the teacher's lesson plan. - Apply a rubric to score student work. Review scoring with host teacher for calibration. Coteach lesson: "Parallel Teaching" or "Station Teaching." - Parallel Teaching: Divide class into two groups; each teacher facilitates instruction for a group - Station Teaching: Teachers divide content and students; each teacher teaches content to each group; a third station for independent work.	Multiple Cycles: - Plan a series of 2-3 host teacher-approved lessons that align to standards - Prepare resources and create assessment - Implement instruction - Collect data <i>Host teacher provides feedback</i> - Write reflection - Adjust instruction (second/third lessons) based on data - Reteach; reassess; re-reflect Focus Areas within a Cycle: - Teach with content focus on science, math, and/or writing. - Focus within lesson planning and teaching on high-needs students (i.e., ML learners, students with exceptionalities, students receiving multi-tiered interventions, etc.) - Differentiate an assessment for individual student needs. - Follow a data protocol with host teacher to analyze the assessment and how that would drive instruction. - Reteach a skill/concept based on formative assessment, particularly in math. - Plan and implement an extension activity for student(s) who are performing above the grade level expectation. - Provide evidence of targeted small group instruction, UDL strategies in both planning and implementation of lessons.

	Sequence I	Sequence II	Sequence III
Reflective Journaling	Planning (host teacher lesson): - Describe the way the host teacher plans their routines, transitions, and procedures. <i>The host teacher gives you a lesson plan copy:</i> - What data will the teacher collect from the lesson? - How will/can that data be used? - What other methods can be used to collect student data? Assessment: - What are ways you see your host teacher assessing throughout the lesson? Take anecdotal notes. Classroom Community: - How does the classroom teacher establish a positive learning community and sense of belonging? Find 3 examples of this within your host classroom. - How are students encouraged support the way the classroom functions? - Describe the way the host teacher plans their routines, transitions, and procedures. - How does the host teacher monitor classroom standards of behavior? - What does research say about the importance of organizational space in the classroom? Keep a journal that reflects how the classrooms you encounter are reflective of this? Also note what could be re-thought or improved. Universal Design for Learning (UDL): - How does the teacher offer access for all students to learn? - How does the teacher incorporate UDL in their planning? What does UDL look like during a lesson? - What reading strategies have you observed that the host teacher has embedded in their lessons? Differentiation: - How does the teacher celebrate and show understanding of their students' differences? - How does the teacher provide accommodations/modifications for student(s)?	Planning (TC lesson): - How did you develop the lesson sequence? - Discuss how the tasks/activities aligned to the learning objectives? - What potential barriers and/or misconceptions did you anticipate? How did you address these? - How will you assess learning <i>during the lesson</i> to monitor progress toward the lesson objectives? Assessment: - What types of assessment could be used to show evidence of student learning? - What decisions did you make when creating the assessment/s? - How does your assessment allow for students to demonstrate learning in various ways? - How will you analyze the data collected? - How will the data help you to plan next steps? - What type of actional and specific feedback will you provide to the students? Classroom Community: - In what ways do students take responsibility for their own learning? (goal-setting, reflection, monitoring their own learning, etc.) - What classroom management strategies do you observe the host teacher using? - How does the teacher collect data on individual student differences, needs, and strengths? Universal Design for Learning (UDL): - How does the teacher offer access for all students to learn? - How does the teacher incorporate opportunities for voice and choice? - How has the teacher included vocabulary instruction within the lesson? Differentiation: - What does the teacher do to differentiate instruction? - How does the teacher celebrate and show understanding of their students' differences?	Planning (TC lesson): - How will you communicate specific (observable and measurable) criteria for success to the students? - How will students self-monitor, self-assess, and/or receive peer feedback to improve their learning? Assessment: - What are your 'look-fors' when monitoring student learning? How will you collect evidence of progress toward achievement of the learning outcomes? - What process will you use to determine if students 'got it', 'were on their way', or 'needed more instruction/support'? Classroom Community: - How does the classroom environment you have created foster: - Positive social interactions, development of conflict-resolution skills, and student responsibility for actions? - Willingness to take risks, accept challenges, feel safe to make and learn from mistakes, and take responsibility for students' own learning? - Appropriate standards of behavior with consistent reinforcement of expectations? - An environment where students independently facilitate routines and transitions? Collecting and analyzing data: - How did you adjust instruction as necessary in response to individual and group performance? - How did the data you collected during the lesson drive future planning and instruction? - Was the feedback you provided individualized, descriptive, and actionable, helping students advance their learning? Provide examples.

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Rotation of Experiences	How does the teacher create a positive learning environment that supports student learning? Be sure to make focused observations and take thorough notes for various content blocks, including morning meeting, literacy, math, science, and social studies. How do shared spaces cultivate a welcoming culture & climate? Engage in a school-wide Scavenger Hunt. Visit all shared spaces, including but not limited to: • Main Office • Cafeteria • Playground • Nurse’s Office • Gym and/or Auditorium Take note of how these spaces reflect school-wide expectations and a positive behavioral intervention supports. Attending at least one Board of Education meeting to gain an overall lens of the district.	What systems & structures are in place to support culture and instructional practices? Pick four of the following experiences to attend. Be sure to attend at least one meeting. • Culture & Climate Committee Meeting • Family Engagement Event (literacy or math night OR Parent/Teacher Conference) • Multi-Tiered System of Supports (MTSS) Team Meetings • PTO/PTA meetings • After School Programming • Safety Committee meeting • PPT/504 meeting • Data Team Meetings/Professional Learning Communities • Staff Meeting Observe the following at least once: • Two different teachers teaching the same content area. This can include the same grade level or different grade levels. • TESOL Teacher • Resource Teacher/Intervention Specialist Reflect on your experience in unstructured settings (i.e., recess, lunch, specials, etc.) What supports student success? What are some barriers?	Identify one experience/committee/team meeting that you can be an active participant in. Work with the chair of that experience to determine what your role will be. Create a data-driven plan that allows you to contribute to current goals and overall student success.

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Equity, Inclusion, and Management	Equity & Inclusion: • Get familiar with types of programs that the school uses for data collection and identifying needs/gaps (Dibels, Foundations, IAB's, SBA, etc.) Who uses this data and how are they using it to make instructional decisions? • Are students setting personal/academic goals? If so, what does this look like? • Review an IEP with host teacher's support and identify the student's accommodations and modifications. • Connect with ML teacher or coordinator to gain an understanding of program models, strategies • Exposure to tiered intervention structure and progress monitoring. Management: • Observe and reflect on at least 3 classroom management strategies used by the teacher during a lesson – what strategy was most/least impactful – why might this be? - Possible settings: - morning circle - literacy/numeracy lesson - center work - unstructured settings - specials • What are the classroom norms? How are they established? How are they enforced? • What positive behavior reward systems are in place? • How does the teacher/school communicate with families? • Who are the support staff in the building for behavioral support? SEL: • How are SEL norms established in the classroom and throughout the school building? • Observe 2 SEL lessons • Create SEL-themed bulletin board	Equity & Inclusion: • Choose a focus student, identify an area in need of improvement, and use one of the identified data collection systems in place at your host school to complete intervention with this student. • Teach a series of 3 intervention lessons (15-20 min sessions). • Prepare and implement 1 activity connected to specific accommodations/modifications for student(s) • Case study of one ML or special education student throughout the field experience. Consider individual needs- with the possibility of following throughout the course of the day. • Consider instructional strategies that build executive functioning when planning for individual student needs (Chunking, motivation, micro goals etc.) • Participate in the MTSS process • Development of progress monitoring protocol/observation of teacher progress monitoring • Plan a targeted activity to meet a specific need in a student (Consider the need for intervention or acceleration) Management: • Research restorative practices • Research what a behavior chart (or BIP) looks like. What is included? How is it developed? Who is involved in the development and the monitoring of student data? • What accommodations or systems and structures are in place to use in the classroom to improve student behavior? • Teach a lesson during which the TC implements at least 3 classroom management strategies – what was most/least impactful – why might this be? SEL: • Design and implement one SEL lesson with formative assessment; analyze assessment data	Equity & Inclusion: • Using student data, collaborate with cooperating teacher to plan flexible intervention groups based on student needs (ML, SPED, SRBI, etc.) • Equity: Teach a sequence of lessons to an intervention group and analyze student data to inform future instruction • SPED/ML/MTSS/GT – prepare and implement 1-2 activities connected to specific accommodations/modifications for student(s); assess at least one time; analyze assessment data • Have evidence of progress towards meeting the needs of a case study student (beneficial to have experience with an ML student here!) • Evidence of progress monitoring routines and protocols in place Management: • Case Study-Identify one behavioral incident. • Antecedent, Behavior, Consequence, and perceived function of the behavior • How was the incident communicated to parents? • Reflection on case study - What could have prevented the behavior? - What would you change about this process? • Foster a sense of community in the classroom by developing and implementing one whole class, (short-term) reward system. • Teach a lesson during which the TC implements at least 3 classroom management strategies to address specific student behaviors – what was most/least impactful – why might this be? SEL: Design and implement a series of 3 SEL lessons with at least 2 assessments; analyze assessment data

This field experience “bridge” document resulted from a collaboration with our CTEN District Advisory Board members. Our task was to co-create a continuum of teacher candidate (TC) experiences for our Elementary Education teacher candidates. Collaborators considered:

- Alignment with our District Partners’ curriculum, instruction, and assessment strategies
- Alignment with sequencing of the CCSU planned program for Elementary Education
- Best practices in social-emotional learning, multi-tiered systems of support, and multicultural education
- Strategies for making learning accessible to all students – and teacher candidates
- Flexibility across partnering districts and grade levels
- "Bridging" language and expectations between CCSU coursework and the elementary classroom

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