



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

Central Secondary Education Field Experience Sequence

Core Beliefs

To provide the field experiences that CCSU secondary education teacher candidates require to be ready for student teaching and beyond, CCSU faculty/staff and our district partners must ensure that their clinical field experiences address five (5) primary needs:

1. **The need for flexibility of experience based on the individual needs of the teacher candidate.** *Teacher Candidate Actions* should be appropriate for the individual candidate. To differentiate for individual candidates, in-class (At CCSU) practice and gradual release of responsibility are critical. As is good practice in the 7-12 classroom, the experiences that we provide our teacher candidates vary greatly based on several factors, including prior experience, readiness, confidence, the needs of the students in the host classroom, the curriculum, and expectations of the host school and district.
2. **The need for cycles of reflection and continuous improvement.** Throughout both sequences, all teacher candidates should regularly practice cycles of reflection and continuous improvement. This includes planning (to include opportunities to collect assessment data), instruction, assessment, reflection, and data analysis to inform future planning.
3. **The need to adapt instruction to account for the needs and assets of all students.** Throughout both sequences, all teacher candidates should consistently and intentionally build their repertoire of strategies to support multilingual learners (MLLs), students with an IEP/504/learning need(s), gifted and talented students, twice-exceptional students, and students with various interests and learning styles. This includes learning, observing, practicing, and reflecting on the implementation of such strategies. Teacher candidates should gain experience with accommodations/modifications (and their differences), make adaptations, differentiation, Universal Design for Learning (UDL), and tiered interventions.
4. **The need to build professional relationships.** The relationship between the teacher candidate and host teacher is most effective with a mentor-mentee component. This begins with getting to know each other and their journey to becoming a teacher, acceptance and integration of host teacher feedback, and the transition of general knowledge about teaching and learning to the individual students in the host classroom. Ideally, this relationship also includes integration into the school community at large, with participation in Professional Learning Communities (PLCs). From the first field experience, the candidate is building a network of support.
5. **The need to strategically organize coursework and fieldwork.** A teacher candidate's field experience is typically 30-40 hours over the course of a 16-week semester. To maximize the time in the field, this document separates both sequences into *At CCSU* and *At Field Experience* teacher candidate actions. This allows for the CCSU course instructor to "set the stage" and provide contextual information to make the *At Field Experience* more meaningful to teacher candidates.

Teacher Candidate Actions in Support of:

	Sequence I		Sequence II	
	At CCSU	At Field Experience	At CCSU	At Field Experience
Classroom Management (Relationships)	CCT Domain 1: Learning Environment, Engagement, and Commitment to Learning Prior to field experience, candidates participate in exercises utilizing case studies to identify “look fors” ¹ that are specific to CCSU expectations and guidelines. Create a list of “look fors” with respect to building relationships and classroom management. This list can vary based on the situation. Dry Run: • Provide directions for routines and procedures • Establish and communicate expectations	Observe/debrief regarding how the host teacher implements management strategies - with “look fors” provided by the host teacher and/or course instructor, with discourse around expectations. Observe different teachers to see different styles/strategies <i>Over time, observation should transition to co-facilitation, and/or possible independent teacher candidate facilitation.</i> “Look fors” may include: • Strategies for student agency and independence • Establish and communicate expectations • Routines, procedures, and structures	CCT Domain 1: Learning Environment, Engagement, and Commitment to Learning Identify and inventory strategies for student engagement and classroom management. Create a plan for student engagement and classroom management as it applies to students in the field experience classroom – with focus on proactive planning and potential adjustments. Dry Run: • Daily proactive classroom management • Student redirection • De-escalation strategies • “Switching gears”	Observe/debrief regarding how the host teacher implements management strategies - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation and independent teacher candidate facilitation.</i> Implementation and Debriefing of observation and “look fors” from both CCSU and site. Such “look fors” may include: • Invite student “buy in” • Engagement strategies • De-escalation strategies • Fostering student accountability • Timely implementation of adjustments (“switching gears”; responsiveness to students).

¹ The course instructor and host teacher will support identification of these “look fors.”

	Sequence I		Sequence II	
	At CCSU	At Field Experience	At CCSU	At Field Experience
Lesson Planning	CCT Domain 2: Planning for Active Learning The course instructor provides contextual information, modeling, and practice opportunities with respect to aspects of lesson planning. Activities to introduce candidates to lesson planning: • Analyze lesson plans • Sequence a series of provided lessons • Write “I can” statements for sample lesson plans Write a lesson plan with focus on: • Backward design • Write lesson objectives and “I can” statements that align with standards • Levels of rigor • Differentiation strategies • Strategies for initiation/closure • Create assessments that align with lesson objectives	Observe/debrief regarding how the host teacher approaches lesson planning, with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation, and possible independent TC facilitation.</i> Alongside the host teacher, candidates assist with the following: • Identify priority standards • Write lesson objectives and “I can” statements that align to standards • Create formative assessments with criteria • Incorporate differentiation strategies • Plan/prepare meaningful initiation/closure • Plan or co-plan lessons, mini lesson, or small-group instruction with host teacher	CCT Domain 2: Planning for Active Learning Plan units/learning segments Activities to deepen candidates’ practice with lesson planning: • Give candidates a summative assessment and rubric to map out a logical progression of “I can” statements • Plan a sequence of lessons • Include ongoing assessment of learning across multiple lessons Lesson planning, with continued focus on: • Culturally responsive teaching • Differentiation strategies • Universal Design for Learning (UDL) • Pacing Create a toolbox of strategies to integrate literacy strategies and academic vocabulary	Observe/debrief regarding how the host teacher implements the following - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation and independent TC facilitation.</i> With guidance from the host teacher, candidates will: • Prepare week-long plans to give a feeling for a full unit • Incorporate differentiation to support students in the class • Use formative assessment data to inform planning • Support literacy strategies and academic language Plan a full lesson (at least one) and revise based on feedback.

	Sequence I		Sequence II	
	At CCSU	At Field Experience	At CCSU	At Field Experience
Instruction	CCT Domain 3: Instruction for Active Learning Develop a shared understanding of what active learning means – i.e. what is “active” in active learning (connection to brain science) Discuss how planning, instruction, and assessment are interconnected Identify and practice strategies for accommodations and modifications (be able to explain/recognize the difference between modifications and accommodations) Interpret IEP/504 documents Dry Run: • Lesson implementation • Adjusting mid-lesson • Initiation • Closure Create a list of “look fors” with respect to instructional strategies that support high expectations/rigor. This list can vary based on the situation.	Observe/debrief regarding how the host teacher implements the following - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation, and possible independent TC facilitation.</i> Alongside the host teacher, candidates assist with the following: • Implement student-centered learning • Implement differentiated instruction • Implement Tier I and II interventions/instructional strategies • Provide small group intervention/support • Initiate/close lessons Reflection: Types of instructional strategies to support high expectations and rigor – what strategies do you see and how does it link to the learning target?	CCT Domain 3: Instruction for Active Learning Integrate literacy strategies and academic vocabulary Apply culturally responsive teaching strategies Understand Multi-Tiered Systems of Support (MTSS) and tiered instruction • Examine MTSS as it applies to academics, behavior, and SEL • Use data sets to make decisions about tiered interventions; include analysis by race, ethnicity, gender, etc.	Observe/debrief regarding how the host teacher implements the following - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation and independent TC facilitation.</i> With guidance from the host teacher, candidates will: • Teach a full lesson (at least one) and reflect based on feedback • Apply tiered instruction • Apply culturally responsive instructional strategies • Apply literacy strategies • Develop/implement lessons that target small groups for intervention (based on a data set) • Adjust pacing based on student needs and schedule • Implement accommodations and modifications Reflection: Is lesson reflective of student-centered learning? How do you know?

	Sequence I		Sequence II	
	At CCSU	At Field Experience	At CCSU	At Field Experience
Assessment	CCT Domain 3: Instruction for Active Learning (Assessment, Feedback, Adjustments to Instruction) Differentiate between different types and purposes of assessment: • Formative/summative • Informal/formal Align type of assessment to the purpose of assessment Design assessments aligned to instructional purpose (learning objectives/targets) - <i>Is it measuring what we intend it to measure?</i> Evaluate rubrics/scoring guides to determine their purpose and effectiveness Practice using rubrics/scoring guides to score student work and provide feedback Use student outcome data to make instructional decisions	Observe/debrief regarding how the host teacher implements the following - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation, and possible independent TC facilitation.</i> Alongside the host teacher, candidates assist with the following: • Check for understanding (formal/informal/ formative) throughout a lesson • Discuss alignment of specific assessments with instructional purpose • Use rubrics and scoring guides to review and analyze student work • Discuss the use of student data to inform instructional decision-making With host teacher direction, provide feedback to small group and debrief/discuss with host teacher	CCT Domain 3: Instruction for Active Learning (Assessment, Feedback, Adjustments to Instruction) Identify and evaluate effective assessment practices Examine ways that assessments can be modified to support specific student learning needs Create/modify assessments for specific students’ needs keeping instructional purpose in mind Create rubrics/scoring guides aligned to instructional purpose Practice providing feedback Discussion/reflection: What makes feedback actionable?	Observe/debrief regarding how the host teacher implements the following - with “look fors” provided by the host teacher and/or course instructor. <i>Over time, observation should transition to co-facilitation and independent TC facilitation.</i> With guidance from the host teacher, candidates will: • Create/facilitate content-specific assessments • Create/facilitate an alternate assessment (based on student choice or learning needs) • Provide (actionable) feedback to students • Analyze data • Reflect on evidence student learning • Prepare and implement reteaching • Create/facilitate lesson-specific assessments

	Sequence I		Sequence II	
	At CCSU	At Field Experience	At CCSU	At Field Experience
School as Community (Family Engagement)	CCT Domain 4: Professional Responsibilities and Teacher Leadership CCSU student self-reflection: <i>Where did I come from? Where am I along my journey as an educator?</i> <i>Provide sample questions to help support conversations and reflections with host teacher</i> Identify causes of limited parent/family engagement and strategies/accommodations for overcoming limitations Dry Run: Parent/family calls and emails	Interview your teacher to learn their journey One-on-one time with host teacher (scheduled weekly) Possible experiences with host school community • Attend school event(s) • Opportunities/pathways for student learning • Listen in on/observe conferences • Attend PLC and/or faculty meeting Reflection: How does the host teacher interact with the school community? How does the host teacher engage families as partners? How would I engage as a member of this school community?	CCT Domain 4: Professional Responsibilities and Teacher Leadership CCSU student self-reflection: <i>What are my (implicit and explicit) biases?</i> <i>Where did these biases come from?</i> <i>How do these biases impact students?</i> <i>What can I do to address these biases?</i> <i>How do these biases impact instruction in my discipline?</i> Reflect on growth in domains independently and with course instructor Identify strategies for supporting families whose primary language is not English – and determine when strategies are appropriate • Google Translate • Student translation Identify and evaluate parent/teacher/student conference structures Dry Run: Introduce self to school leadership Explore the professional organizations that support professional growth	Possible experiences with host school community: • Participate in after-hours events with family • Participate in conferences/PPT meetings/phone calls • Participate in district professional development • Attend (possibly contribute) to PLC • Learn about resources available in the host district to support family engagement Reflect on growth in domains with host teacher Observe (possibly participate in) and reflect upon strategies CT uses to communicate with families; identify creative ways of reaching out to parents to bridge the gap between school and family Observe and reflect upon parent/teacher/student conferences – different teachers, styles, formats Meet principal/AP/supervisor and invite them to observe

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 Secondary Education teacher candidates. Collaborators considered:

- Alignment with our District Partners’ curriculum, instruction, and assessment strategies
- Alignment with sequencing of the CCSU planned program for Secondary 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 secondary classroom

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