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WELCOME TO THE SCHOOL OF EDUCATION

Welcome to the School of Education at Southern Connecticut State University. Our NCATE accredited School of Education (SOE) offers more than 30 degree programs that serve over 2,000 full- and part-time students at the undergraduate, master's, sixth year, and doctoral levels of study. The SOE prepares the largest number of teacher education graduates in the state of Connecticut. Through its nationally accredited programs, the SOE also prepares students for careers in athletic training, educational leadership and policy studies, human performance, information and library science, school and community counseling, and school psychology.

The School of Education is fortunate to have over 85 tenure-track faculty members dedicated to providing high-quality educational experiences through face-to-face, hybrid, and online courses. Professors in the SOE epitomize the teacher-scholar model - engaging in cutting edge research; authoring articles, books, and book chapters; and presenting their work at national and international conferences.

I am proud of our programs, our students, and our faculty, and I am proud to serve as interim dean of the School of Education.

Dr. Deborah Newton, Interim Dean
Mission

The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, who have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate commitment and responsibility to the communities in which they live.

The school is committed to fulfilling the following major functions: (1) maintaining quality, state-of-the-art undergraduate and graduate professional preparation opportunities for teachers, administrators, counselors, school service personnel, and others in education related positions; (2) providing programs and services that enable in-service professionals to acquire additional preparation necessary for continuous professional growth and/or changing career objectives; (3) collaborating with school personnel, educational agencies, professional groups and others interested in the improvement of educational opportunities; and (4) promoting and conducting research directed toward improving the theory and practice of teaching.

The guiding principles of practice of the School of Education at Southern Connecticut State University are based upon a fundamental concept that individuals can influence both their future and the future of society through a lifelong commitment to learning. The freedom to survive and to make choices about one's position in life is dependent on the ability to adapt to changing conditions without losing the essence of self. This includes a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so.
SCSU’s Vision

A Model University

Southern Connecticut State University, a student-centered institution, will become nationally recognized as a model center for teaching and learning where faculty engage in outstanding research and creative activity and challenge students to reach their full potential. Our students will be empowered with the academic skills, intellectual tools, practical experiences, and extracurricular programs for success in their chosen fields of study and their life’s work. Keys to their success will be excellence in critical thinking, problem-solving, technological literacy, oral and written communication, cross-cultural competence, global awareness, and collaborative, ethical leadership. We will expand our use of e-learning technologies to provide broader educational access and to introduce our students to technology as a tool for ongoing, interactive learning. Southern will employ best practices in energy conservation, the preservation of nature, and environmental responsibility to reflect out respect for the planet and future generations.

Building on Our Strengths

Southern takes great pride in being the second largest institution of higher education in Connecticut and the leading graduate center in the Connecticut State University System. The institution will foster and promote the important synergies between undergraduate and graduate programs. One of our hallmarks is the unique way in which graduate programs enrich undergraduate programs and the ways in which the undergraduate liberal arts and sciences provide a foundation for more specialized study. Through careful assessments of our fiscal, human, physical, and technological resources, we will strive to meet the workforce needs of the state and nation, especially in the fields of education, nursing, social/public services, business and STEM discipline (science, technology, engineering, and mathematics). At the same time, we will strengthen our liberal arts core and cultivate interdisciplinary programs.
**Engagement with Our Community**

Through a variety of curricular and extracurricular programs, Southern will become widely known for its contributions to the intellectual, artistic, cultural, and economic growth and vitality of the region. In collaboration with other organizations, we will make significant contributions to closing educational achievement gaps, reducing health disparities, achieving social justice, and preserving our environment. The university will prepare students for social responsibility and global citizenship through the provision of exciting opportunities for community internships, service learning, and expanded international education programs. Southern will also demonstrate itself to be a visible and invaluable resource to the Great New Haven community and the region, through educational partnerships, professional development opportunities, and community service.

**About Southern**

Southern Connecticut State University, a flourishing community of more than 11,000 students, is located less than three miles from downtown New Haven, near the artsy and historic Westville Village section of the city.

Founded as a teachers college in 1893, Southern has evolved into a comprehensive university offering 114 graduate and undergraduate programs. More than 700 faculty members lead students through a wide range of studies and research specialties.

Southern is proud to be an institution of the Connecticut State Colleges and Universities.
Accreditation

The departments within the School of Education are accredited by the following agencies:

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<tr>
<th>Department</th>
<th>Accrediting Organization</th>
<th>Accredited Since</th>
<th>Last Reviewed</th>
<th>Next Review</th>
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<tr>
<td>Counseling (CSP)</td>
<td>American Counseling Association Council for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>1997</td>
<td>2011</td>
<td>2019</td>
</tr>
<tr>
<td>Library Science (ILS)</td>
<td>American Library Association (ALA)</td>
<td>1972</td>
<td>2010</td>
<td>2013</td>
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<tr>
<td>Human Performance (EXS)</td>
<td>Commission on Accreditation of Allied Health Education Programs (CAAHEP)</td>
<td>2008</td>
<td>2008</td>
<td>2013</td>
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<tr>
<td>Teacher prep programs</td>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2004</td>
<td>2009</td>
<td>2014</td>
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Academic Departments

The School of Education is comprised of the following departments:

- Counseling and School Psychology (graduate)
- Educational Leadership (graduate)
- Elementary Education (undergraduate and graduate)
- Exercise Science (undergraduate and graduate)
- Information and Library Science (graduate)
- Special Education and Reading (undergraduate and graduate)

Departments and programs that lead to certification for secondary education are in the School of Arts & Sciences:

- Art Education, K-12 certification (undergraduate and graduate)
- English (undergraduate and graduate)
• Biology (undergraduate and graduate)
• Chemistry (undergraduate and graduate)
• Physics (undergraduate and graduate)
• Earth Science (undergraduate and graduate)
• History (undergraduate and graduate)
• Mathematics (undergraduate and graduate)
• World Languages and Literatures (undergraduate and graduate)

Please refer to Appendix A for a detailed description of required field experiences for teacher preparation programs.

**Conceptual Framework**

A conceptual framework is a set of guiding principles that are shared by the programs of the School of Education. While the School of Education has a diverse array of individual programs and goals, the Conceptual Framework gives structure and consistency to the ideals of all. The unit encompasses all programs within the School of Education and teacher education programs in the School of Arts and Sciences. **CALL**, the School of Education Conceptual Framework, reflects the work that our faculty, students, administrators, and staff do daily as they apply their professional capacities in service of promoting the learning and development of youth and adults as well as making the world — and the world of education, professional practice, and health care — a better place. Each letter of **CALL** represents a different construct of the Conceptual Framework. Together, they call all of us in the School of Education unit to be mindful of the significance of what we do.

**Collaborating Within and Across Diverse Contexts**

Our faculty, students, administrators and staff demonstrate the skills, experience, and mindsets (professional dispositions) to work within and across the multicultural and
increasingly technological contexts of the 21st century global society. Our faculty, students, administrators, and staff work collaboratively within and across diverse communities at the university as well as locally, nationally, and internationally. As a matter of equity and social justice, they conduct their work in a professional, fair, and ethical manner to promote the learning, health, and development of all students and clients.

**Applying Skills to Impact Learning and Development**

Our faculty, students, administrators and staff demonstrate well-developed content knowledge and skills specific to their individual professions. They draw on both their knowledge and skills to positively impact the learning and development of all children in schools, individuals within agencies and higher education, and/or clients and patients receiving health care or counseling. Faculty and students demonstrate the ability and willingness to: engage in effective planning; develop measurable outcomes; thoughtfully differentiate instruction/care; personalize professional practice; appropriately assess for understanding and growth; interpret data accurately and use findings in decision-making; reflect on practice; and, embrace and readily employ emerging technologies.

**Leading for Excellence**

Our faculty, administrators, and staff model to students the values, attitudes, and skills necessary to act ethically and effectively as leaders in their professions. Our students exhibit and encourage communication excellence, professional dispositions, and positive pro-social behaviors. Our students demonstrate competency in evidence-based decision making. They can articulate how people work and interact together within an organization and identify the ways in which individual actions impact different systems. Faculty, administrators, staff, and students lead for excellence by advocating and engaging in actions that help guide children, clients, patients, other professionals, and the broader community. Students continually pursue excellence in foundational and more advanced skills so they, too, can become leaders for their profession.
Learning Through Inquiry, Experience, and Reflection

Our faculty, students, administrators and staff are learners who value, and strive for, pedagogical, professional, and scholarly practice that is premised on research-based evidence, personal reflection, and authentic experience in their professions. They are fluent in their professional knowledge and skills, and they exhibit the characteristics of learners who are continually and constructively curious. Moreover, they are able to recognize and communicate connections that exist with other disciplines. Their behavior, habits, and speech are respectful and supportive of the knowledge, activities, circumstances, and experiences of those they work with and serve.

Student Organizations for Future Educators

• Southern’s Future Teachers Organization

Southern’s Future Teachers Organization (SFTO) is a club for all education majors. This club works collaboratively with other Connecticut universities to gain experience in the teaching world. Each semester there are several activities held on and off campus to get to know each other as well as work with students of all ages to develop skills as an educator.

• Council for Exceptional Children

Student Council for Exceptional Children is a student service unit of National CEC. Students interested in individuals with disabilities will provide support on campus and in the community to individuals with various levels of disabilities in the form of direct contact, fund raising and awareness activities.
ADMISSION AND ACCEPTANCE REQUIREMENTS

Students applying to any professional teacher education program seeking to become candidates for an initial educator certificate in Connecticut must meet six academic and non-academic requirements established by the School of Education which are consistent with certification requirements of the State of Connecticut. These are:

1. Complete the Liberal Education Program requirements, thereby exhibiting a strong liberal arts background in the arts and humanities, mathematics, science, social and behavioral sciences, health and physical education.

2. Pass the state-mandated Praxis I skills examination in mathematics, reading, and writing. Praxis I may be waived if you can provide evidence of:
   - a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and mathematics sections respectively from any test administered prior to March 31, 1995; or, present a combined score of 1,100 on the SAT with at least a score of 450 on both verbal and mathematics sections respectively from any test administered on or after April 1, 1995.
   - Present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no less than 22 on the English subtest and no less than a 19 on the math subtest from test administered on or after October 1989.
   - Students seeking a waiver on the basis of ACT, SAT, or GRE’s are referred to the waiver of testing information and application booklet on the state of Connecticut website at http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf
   - In the case of a financial hardship and you are unable to pay for the Praxis I or II test, the fee may be waived if you meet certain income criteria. Waiver packets are available in the Dean’s office.

3. Have a minimum 2.7 GPA for all undergraduate courses taken at any institution up to the time of application.
4. Submit an essay demonstrating a proficiency in English, articulating the reasons for wanting to become a teacher and emphasizing one's experiences relevant to teaching and learning.

5. Submit letters of recommendation from two individuals able to testify to the student's suitability to become a teacher.

6. Be interviewed by a Departmental Admissions Committee, which will assess the student's personal attributes and dispositions that will shape his or her teaching performance.

Any one of the requirements 3-6 above may be waived by the Dean of the School of Education upon the formal recommendation of the department and if justified by unusual circumstances. Please consult with the department within which seeking certification for additional information. Students should not be accepted into a teacher certification program until all six of the above requirements are met or waived. Failure to meet all of the admission requirements in a timely manner will preclude registration for course work in teacher education.

Also, due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education (i.e. EDU, SHE, SED courses) before they have received official notification of admission as a candidate to the certification program.

Candidates must maintain good standing throughout the teacher education program in order to qualify for recommendation for certification to the State Department of Education. Requirements for maintaining good standing can be found on page 18. Students are responsible for familiarizing themselves with Connecticut's teacher certification regulations and keeping abreast of changes to those regulations (http://www.sde.ct.gov/sde/). If state regulations change before completion of a certification program, students will be required to meet these new regulations in order to receive the University's recommendation for certification to the State Department of Education. Applicants to any certification program should allow a minimum of six months from receipt of application to admission into the certification
program. Thus, students interested in becoming certified as a teacher should contact the department within which the certification is sought by the end of their first semester.

**Content Knowledge**

Students who wish to become certified in early childhood, elementary, elementary/special education, or elementary/bilingual education must have an academic major in an area outside of the School of Education. Students will receive a double baccalaureate, a B.S. degree in a teacher education certification area and a second B.S. or B.A. degree in a major outside of the School of Education. They also need to successfully complete the professional major in education with no grade less that “C” in any professional course.

**When should I apply to the School of Education? Do I also have to apply to the specific program (e.g., Special Education)?**

Undergraduate students are encouraged to first get an advisor in the program and/or department they are interested in. For example, if a student is interested in teaching mathematics at the middle or high school level, he or she would seek an advisor in the mathematics department. The advisor will walk the student through the application process. When the application file is complete, the department then forwards the application to the School of Education. Generally, undergraduate students must first complete any of the prerequisites required by that department/program (including passing or waiving Praxis 1) before being considered for admission. This usually occurs during the second year of a four year program. For specific information regarding applications, please contact the department/program coordinator (refer to Appendix B).

**How many EDU courses can I take before I am accepted in a certification program?**

Due to Connecticut State Department of Education requirements, students applying for certification programs must not register for more than two courses in professional education (i.e. EDU, SHE, SED courses) before they have received official notification of admission as a candidate to the certification program.
Testing Requirements

Students are required to pass state mandated tests specific to their subject area in order to become certified.

- Praxis I- All students must pass all sections of the Praxis I test or obtain a Praxis I waiver based upon ACT, SAT, or GRE scores. Passing of Praxis I is a requirement for admission to the School of Education.
- Praxis II- Students must pass the appropriate test(s) in their subject area. Connecticut Praxis II requirements and passing scores can be found at http://www.ets.org/praxis/ct/requirements/

*Note: History certification students must pass Praxis II prior to student teaching.

- Connecticut Foundations of Reading- Any student applying for an Integrated Early Childhood, NK–3 Endorsement (endorsement #113) or Elementary Education Grades K–6 Endorsement (endorsement #013) will be required to take and pass the Connecticut Foundations of Reading test.
- ACTFL- Students applying for certification in French, German, Italian, and Spanish at the elementary and/or secondary levels must pass the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) tests in target language with the minimum passing standard of intermediate high on both tests. ACTFL must be passed prior to student teaching.
Requirements for Fingerprinting Students in Professional Education Programs

Connecticut law requires all students in teacher/educator certification programs to undergo state and national criminal history background checks before participating in school-based field experiences and student teaching. The procedures for obtaining the background checks are established by the State Department of Education and the length of time a background check is valid is established by the State Department of Education and cannot be altered. You will be responsible for the cost of the background check.

The criminal background check and fingerprinting requirement does apply to advanced program candidates (e.g. school psychologists, speech and language pathologists, administrators, school librarians, etc.) who are not already certified. However, if the advanced program candidate already has a valid Connecticut certificate, the Connecticut criminal background check is automatically conducted by the Bureau of Educator Standards and Certification through the state police.

As part of the background check, students will need to be fingerprinted.

How do I get a criminal background check?

Candidates need to be fingerprinted through Area Cooperative Educational Services (ACES), located at 350 State Street, North Haven, CT. ACES conducts fingerprinting and background checks for SCSU students. Please contact ACES at 203-498-6800 to schedule an appointment. ACES does fingerprinting by appointment only. It is the student's responsibility to pay the fee, which is payable to ACES by cash, money order, or cashier's check. Personal checks, debit cards, or credit cards are not accepted. Please contact ACES for the most current price. Candidates are responsible for ensuring that their fingerprints are acceptable for submission.
**When must the background check be completed?**

Students should have a background check completed during the first 4-6 weeks of the semester they are enrolled in a field experience class. All teacher candidates enrolled in classes with a field experience will be monitored for compliance with the fingerprinting requirements. If a student enrolls late in a field experience class, he or she must comply with the fingerprinting requirement before a field placement can be made. Provided the student has maintained continuous enrollment, a student must submit for criminal background checks **every 3 years** (subject to district agreement).

**How do I get a verification of the background check?**

At the time of fingerprinting, ACES will issue the student a receipt indicating that the fingerprinting has been completed. All students must bring the original receipt to the Office of Clinical Field Experiences and School of Education Student Services office, located in Davis Hall 110, where proof of fingerprinting will be recorded. Students must keep the original fingerprinting receipt and take it with them to their placement sites.

**What happens if I don’t pass the background check?**

If there is a criminal incident identified on the fingerprint based criminal background report, the Connecticut Department of Education will submit an incident report to the certification officer. The certification officer shall review the report, contact the candidate, and initiate an investigation.

**The School of Education Incident Review Committee**

The Incident Review Committee (IRC) has been established to review the qualifications of candidates who “self-identified” a conviction on an application for admission to the School of Education program or student teaching, who have disclosed this information through formal or informal communication with SCSU faculty, or those whom the criminal background check has resulted in a notification from the Connecticut Department of Education.
Once the required information and documentation has been gathered and the investigation has been completed, the certification officer forwards all materials to the IRC for consideration of admission or continuance in the teacher education program.

If the IRC clears a candidate for admission consideration or for continuation in a program, as long as any criminal history remains on the record, it will reappear whenever the candidate is required to submit a criminal background check based on fingerprints. Should this occur again while at SCSU, there will be no need for further review by the IRC for the same incident. However, other agencies, such as local education agencies or state education agencies, may exercise their right to review and make independent determinations that may or may not be consistent with the determination made by the IRC.

Every reasonable effort will be made to place candidates in any and all required clinical placements; however, if the School of Education is unable to place a candidate in a field placement due to the incident, which prevents the candidate from completing any course or program requirements, he or she may be unable to complete the chosen teacher education degree or program at SCSU. The university will not be responsible for the inability to complete the chosen degree program.
Advisement

How do I get an advisor? Where can I go for help?

In the first semester at the University as an undergraduate, the First Year Experience (FYE) program inquiry professor will serve as an advisor and will help to connect students to an advisor within their academic department. Once the student is assigned a faculty advisor within that department, he or she will assist the student with all academic and professional needs.

Graduate students are assigned an advisor upon acceptance to their graduate program.

What is a Planned Program? Is there a specific sequence of courses?

All graduate students will have a planned program. Students will work with a faculty advisor to plan which courses need to be taken and the specific sequence in which the courses must be taken. All methods courses, practica, and clinical field experiences must be completed prior to applying for student teaching.

A Petition for an Irregular Schedule must be completed during any given semester if a student:

- requests to enroll in courses that exceed 18 UG/15 GR credits or are less than 12 UG/9 GR credits while maintaining full-time student classification, or;
- registers for a graduate course as an undergraduate student for either graduate or undergraduate credit

This form can be found on the Registrar’s website under “Forms.” This form must be signed by the student’s advisor, as well as the Dean of the School of Education.
Maintaining Good Standing in Teacher Education Programs

Teacher candidates must maintain good standing in the program in order to qualify for student teaching and recommendation from Southern Connecticut State University for State of Connecticut initial teacher certification. They also must demonstrate the following:

1. Personal attitudes and dispositions that will affect her of his performance as a teacher;
2. Professional behavior appropriate to the context which demonstrates that actions reflect directly upon the status and substance of the profession;
3. Confidentiality of all information concerning colleagues and students obtained in the educational process; and
4. Integrity and honesty in written and verbal communication and in all coursework related to the professional programs for teacher certification.
5. An undergraduate academic performance of at least a 2.7 GPA average. A candidate, who after acceptance into a teacher education program completes 9 or more credits with a cumulative GPA of less than 2.7, will be placed on School of Education academic probation. The student will have one semester to raise the GPA to 2.7 or higher. Failure to do so will result in dismissal from the School of Education.

Revocation for Admission to Teacher Certification Programs

Students may be dismissed from professional education programs for any of the following reasons:

- Demonstrated unprofessional behavior or an inability to respond appropriately in various contexts which affects her or his performance as a teacher
- Falsify or misrepresent any documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
- Does not achieve acceptable standard on the performance assessments by the School of Education;
• Been convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that in the opinion of the University would impair the standing of the School of Education professional program; or
• Other due and sufficient cause.

Program Completion of Undergraduate Degree and Teacher Certification

Satisfactory performance on all aspects of the undergraduate program, including the expected performance on all accreditation assessments, are requirements for completion of any teacher education program at Southern. As required by the Connecticut State Department of Education, all candidates must pass the content-specific examination, Praxis II (or ACTFL if receiving certification in foreign language) in order to be certified.
CLINICAL FIELD EXPERIENCE AND STUDENT TEACHING

Clinical Field Experiences

Clinical field experiences are an integral part of professional education; we are committed to providing students with opportunities to learn and hone their teaching skills in classrooms with exemplary teachers and in excellent schools. In courses that require a clinical field experience, placements are coordinated through the Office of Clinical Field Experiences and School of Education Student Services.

It is the policy of the School of Education that all students must complete at least one clinical field experience in a high-needs school and at least one clinical field experience in a moderate-needs school. By doing so, students will observe and work with exemplary teachers in schools that serve a diversity of students.

Student Teaching

Student teaching is a full-time commitment. Elementary and Special Education students will participate in two 8-week placements. Secondary education students will participate in one 10-week placement, with the exception of English and World Languages students, who will complete one 16-week placement. Student teaching placements are assigned by the Office of Student Teaching. The students’ preferences, academic major, certification sought, and previous clinical field experiences will be considered in making placements. Students may not arrange their own student teaching placement.

During student teaching, students will participate in all phases of the school program, including staff meetings, conferences, and evening events. Student teachers will follow the calendar of the school district in which they are assigned to student teach. Please see the Student Teaching Handbook, found on the School of Education website, for additional information.
As a student teacher, students will be enrolled in student teaching and a student teaching seminar. The seminar is taught by a SCSU faculty member. In addition, students are assigned a university supervisor. At the student teaching placement, students will work with a teacher or related professional who is an employee of the school district (i.e., the cooperating teacher).

The Office of Clinical Field Experiences and School of Education Student Services is headed by the director of student teaching. In addition, there are specific student teaching coordinators for each program. Each program coordinator meets with all eligible student teaching candidates the semester prior to their student teaching experience. Each student is required to complete a student teaching application and accompanying materials. Upon submission and review of the completed packet, a request/application for a student teaching placement will be forwarded to a district within the zone that the candidate has selected as a preference. Once an application is forwarded to a district, it will be reviewed by appropriate district personnel. When a district accepts the candidate and a cooperating teacher has been identified, the student teacher will be notified by the Office of Clinical Field Experiences and School of Education Student Services. The Office of Clinical Field Experiences and School of Education Student Services works with each school district to ensure the student teacher and cooperating teacher are an appropriate match.

As soon as a cooperating teacher is selected, the student teacher will meet with the cooperating teacher and a school administrator for an interview. The district may also request a drug and/or TB test be completed. At this time, the University’s online certification assessment system administrator is notified of the placement and the information is entered into the assessment system database (i.e. Tk-20). Student performance is monitored through the assessment system by faculty and cooperating teachers.

For more information regarding this process, please refer to the Student Teaching Handbook.
**Southern New Haven Academy of Professional Development (SNAP)**

The SNAP partnership with the New Haven Public Schools and Southern’s School of Education strengthens and expends our long-standing collaborative/professional relationship. The goal is that the SNAP initiative will improve the quality of teacher preparation generally, better prepare teachers to work in a high-needs setting, and support on-going professional development.

One facet of the SNAP partnership is that Southern offers courses for cohorts of New Haven teachers, paraprofessionals, and administrators. In addition, a group of selected undergraduate students are selected each year as Urban Education Fellows. This group of students is dedicated to preparing to teach in high needs schools. They do most of their clinical field experiences and student teaching in the SNAP Schools (described below). This program supports Southern’s mission to educate young professionals who have the ability to promote the learning and development of at-risk minority youth. The schools selected as part of the SNAP partnership have been identified as serving minority youth and have demonstrated excellence in effective instruction in the schools and academic achievement.

SCSU and the New Haven Public Schools have been coordinating the placement of student teachers for more than 40 years, securing 80 to 100 elementary and high school placements annually. While SCSU education students complete their fieldwork and student teaching in schools throughout the district, five K-8 schools have been identified as SNAP schools. These SNAP schools – Barnard, King-Robinson, Conte-West Hills, Bishop Woods and John S. Martinez schools – have been designated as SNAP designated for professional development. They will have a greater concentration of our student teachers, promoting an inquiry-oriented approach to teaching and providing for greater interaction between teachers, trainees and Southern faculty.
Cooperating Teachers

The training of Connecticut’s cooperating teachers is comprehensive and rigorous. The criteria for the selection of cooperating teachers are in accordance with state policy. In particular, cooperating teachers demonstrate a positive impact on student learning and demonstrate the capacity to effectively mentor adult learners. As of fall 2013, Cooperating Teachers must be TEAM certified. The Teacher Education and Mentoring (TEAM) Program is “designed around five professional growth modules, in order to provide a framework for the support of new teachers. These five modules provide a learning process focused on the following domains of the Common Core of Teaching (CCT): classroom environment, planning, instruction, assessment, and professional responsibility” (TEAM Program Guidelines, p. 1).

For cooperating teachers, the state’s TEAM certification guidelines include:

- Effective teaching practice as defined in the Connecticut Common Core of Teaching;
- Ability to work cooperatively as a team member to aid the professional growth of a beginning teacher;
- Professional commitment to improving the induction of beginning teachers into the teaching profession;
- Ability to relate effectively to adult learners;
- Ability to be reflective and articulate about the craft of teaching.
- Must have successfully taught for a minimum of 3 years, successfully achieved requirements of his/her district, and taught for at least 1 year in the school that he/she will be serving as the cooperating teacher
- Nominated by their district because they are highly qualified
- Demonstrated proficiency in their subject/academic area in which they teach
- Highly effective as documented by measured student achievement and development.

According to August 2011 TEAM Program Guidelines (p. 11), the Connecticut State Department of Education will oversee an outside evaluation of the teacher education and mentoring program every three to five years.
University Supervisor

Criteria
The criteria for selecting university supervisors include demonstrated ability to impact K-12 student learning and development at a highly qualified level. In addition, the university supervisors have:

- Experience in school settings at appropriate levels/disciplines
- Familiarity with Connecticut teacher certification requirements
- Previous mentoring or supervisory experience.

If available, full-time faculty members are assigned as university supervisors. If full-time faculty are not available, former teachers and former school administrators (i.e., principles, assistant principals, district directors, assistant super, department heads, mentor teachers) with an experience in teacher supervision and the performance review process are assigned.

Expectations
University Supervisors will:

a. Be knowledgeable about the information, and follow the policies and procedures presented in the SCSU Student Teaching Handbook
b. Make initial contact with his/her student teachers either before or at the beginning of the student teaching period
c. Meet with each cooperating teacher at the beginning of the student teaching period
d. Make initial contact with each principal and solicit his/her help in orienting the student teacher to the school
e. Be visible in all cooperating schools; follow building rules and regulations regarding visitors
f. Make regular visits, including at least three written observation reports
g. Confer with student teacher, and cooperating teacher if available, after each observation and provide both oral and written feedback
h. Retain copies of all written feedback and notes on discussions
i. Address student teaching problems and notify the department chair, program coordinator and the Office of Clinical Field Experiences and School of Education Student Services of serious problems as they arise.

j. Notify the department chair or program coordinator and the Office of Clinical Field Experiences and School of Education Student Services as early as possible about any student teachers who may possibly receive a final grade other than “Pass” for student teaching.

k. Confer with each cooperating teacher regularly and as needed.

l. Assign a grade for the student teacher with input from the cooperating teacher.

m. Arrange and conduct the final, three-way conference involving the student teacher, the cooperating teacher, and the university supervisor for each placement.

n. Complete and submit the Final Evaluation of Student Teaching Performance report online using the certification assessment system.

o. Complete various forms as required.

p. Explain, as needed, the SCSU compensation program for cooperating teachers.

q. In the event of a teacher strike or sanction make clear the college’s position of student teachers’ non-involvement.

r. Notify the Office of Clinical Field Experiences and School of Education Student Services as to the appropriateness of any current or proposed placements and effectiveness of cooperating teachers.

s. Help promote cooperation and good will between the district’s cooperating school and the School of Education.

Observations

a. Number of Observations: During the student teaching experience, a minimum of four observations must be completed.

b. Observation Form: An observation form must be completed during the observation process. In the area that provides for a narrative summary, items such as detailed lesson planning, content of instruction, alignment to curricular and state standards,
modifications of material and instructional differentiation, student accommodations, behavioral interventions (e.g. redirecting students as needed), classroom environment, instructional sequence, should be noted.

c. **Observation Format:** University supervisors will meet with the student teacher prior to the instructional lesson to discuss the proposed planned lesson and provide direction or suggestions, if needed. The supervisor must receive a copy of the lesson plan prior to the actual observation of the lesson. The university supervisor will refer to the lesson plan format to assist in the observation process. The supervisor should refer to items such as the lesson objective, prior knowledge, introduction, instructional sequence, guided practice, independent practice, closure, and reflection during the observation process. Upon conclusion of the lesson, the university supervisor meets with the student teacher and the cooperating teacher to provide feedback and discuss what was observed. The supervisor should be objective and not subjective in comments.

Completed observation forms are submitted to the Office of Clinical Field Experiences and School of Education Student Services, Davis Hall Room 110.
APPLYING FOR CERTIFICATION

During the final semester of enrollment, the certification officer will provide each candidate anticipating completion of an initial undergraduate or graduate teacher education program a certification application packet for the state of Connecticut. It is the student’s responsibility to complete the application forms and return them to the Certification Office (Davis 103D).

The candidate’s application will be endorsed and returned to the candidate to be forwarded to the Connecticut State Department of Education for processing when:

- Notification is made by the Registrar that the appropriate degree has been awarded or the appropriate grades have been posted
- Notification is made by the candidate’s department that all program requirements have been completed (for graduate students)
- Verification that qualifying scores for all appropriate certification tests have been submitted and recorded

The candidate is responsible for obtaining official copies of transcripts from all colleges and universities attended and the appropriate application fee in the appropriate form according to the directions of the Connecticut State Department of Education. All transcripts, fee, and the application should then be forwarded to the state as a single packet.

Students who wish to be certified in states other than Connecticut must first meet Connecticut requirements for certification. It is the candidate’s responsibility to obtain applications for certification/licensure in other states. Addresses for certification/licensure offices in other states may be found through the Certification Office. Once completed, these applications may be processed through the Certification Office (Davis 103D).

For a complete checklist that must be submitted to the certification officer with certification paperwork, please see the Appendix C.
Applying for Certification in Other States

Once you have earned your Connecticut teaching, administrative or school service certificate, you may begin the process of applying for certification in other states. Some states will accept a valid Connecticut certificate without any additional coursework or tests, while other states may require additional coursework and/or tests.

States are continually revising their teacher certification rules and requirements, and the certification process differs from state to state. Please visit the School of Education website for a list of links to other state Department of Education websites. Most states require an institutional verification/recommendation and transcripts as part of their application packet. If you need the institutional verification/recommendation and transcripts, please send the specific form of that state to: Certification Office, Davis Hall 103

Please include the following information if it is not included on the form: Your name, address, email address, phone number, your SCSU student ID number and the last term you attended SCSU, along with instructions on where you want the form sent. Some states require that you collect all of the information and forward it to them in one packet. Other states require that the institution submit the form directly to their office. If you have questions regarding the certification process, you may contact our office by Phone at: (203)392-5902 or (203)392-6295, or by email at edcert@southernct.edu or bungertk1@southernct.edu.

TEAM data

When students have successfully completed their program, earned teaching certifications, and are employed by districts, the University uses TEAM data (formerly known as BEST) provided by the State Department of Education to review the success and effectiveness of former students.
ASSESSMENTS OF YOUR PROGRESS TOWARDS CERTIFICATION

The certification assessment system is comprised of three types of assessments: (1) ongoing research studies; (2) annual evaluations of the School of Education Unit’s common unit assessments; and (3) formative assessments of candidates’ emerging proficiencies conducted each semester to improve their performance. The first type refers to longitudinal cohort studies that cut across academic years and the gate status of the candidates. For example, the School of Education investigates whether all the candidates progress through their coursework and the gates at the expected level, regardless of ethnicity or gender. The second type of assessment describes the School of Education’s annual evaluations of candidates, cooperating teachers, principals, and alumni. These annual evaluations were developed based on InTASC standards and the School of Education’s conceptual framework. The third type is program-specific assessments that are aligned with state and professional standards. While individual program assessments are aligned with the national professional standards (known as Specialized Program Association, or SPA, standards) required by each field, the common unit assessments are aligned with the National Council for Accreditation of Teacher Education (NCATE) standards and are completed by all certification students.

Through these three layers of the assessment system, the School of Education systematically gathers data, analyzes the data for patterns and anomalies (to discern how well the School of Education and its programs are functioning), and prepares both unit-wide reports and program-level reports. Data are disaggregated to provide such information as breakdown of results by initial and advanced candidates; undergraduates and graduate students; etc. Moreover, the Unit analyzes the formative and summative assessments that comprise the School of Education’s assessment procedures for stability (that is, consistency over time), fairness (e.g., gender, ethnicity), accuracy (e.g., significance testing by program), and bias (inter-rater reliability of rubrics). All the assessments have met statisticians’ criteria for reliability and validity.
Alignment of Expectations for Competencies

The Common Unit Assessments were developed by the School of Education’s Unit Assessment Board (UAB). The UAB was established in 2004 and is comprised of faculty members from all departments in the Schools of Education and Arts and Sciences that offer certification programs. Not only are the common unit assessments aligned with the expectations of NCATE and program SPA standards, they are also aligned with the School of Education Unit’s conceptual framework and the Connecticut State Department of Education’s expectations for competencies in beginning teachers and regulations. For example, the Final Evaluation of Student Teaching is aligned with the Connecticut Common Core of Teaching (CCCT). The actual standards for each of the assessments appear on the evaluation form.

The Common Unit Assessments are comprised of both formative and summative assessments. As an example of a formative assessment, students’ professional dispositions will be assessed several times during their program. NCATE defines professional dispositions as: “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” At times the descriptions of the competencies may slightly differ, depending upon which gate (transition point) the student is at in the program.

By way of contrast, the Final Evaluation of Student Teaching Performance is completed at the end of the student teaching placement by the cooperating teacher and confirmed by the university supervisor. In addition to these formal assessments, the advisor, faculty, and university supervisor will regularly provide the student with informal assessments of his or her readiness for certification.

It is expected that students will consider (1) the formative and summative assessments as well as (2) the process of providing informal and formal feedback as a model when constructing assessments to measure the learning and development of K-12 students or clients. It is a best
practice to provide K-12 students and clients with copies of the rubrics and other assessments by which they will be evaluated.

**Use of Assessments**

**Classroom Management Assessment**

The School of Education prepares students to develop a skill set that is considered highly desirable among new hires: classroom management skills. The growing competency in classroom management skills is measured by faculty, university supervisors, and cooperating teachers.

For example, on the *Clinical Field Experience Evaluation* (CFEE), classroom management strategies will be scored. On the *Final Evaluation of Student Teaching Performance*, students will be scored on their competency in fostering appropriate standards of behavior that support a productive learning environment for all students and creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests, and performance levels. Students will also receive an overall score on your classroom management skills.

**Use of Data in Instructional Decision Making**

The use of data in decision making is a foundational principle of the School of Education. In accordance with this approach, the Unit Assessment Board (UAB) was established in 2004. The UAB meets monthly to plan formative and summative assessments to measure students’ academic achievement and progress and to evaluate the outcomes of the planning. In the most recent of the NCATE visit to campus, not only did we meet all six NCATE national standards, we received two areas of commendations: our assessment system and the strength of our faculty. The NCATE team was impressed with the faculty’s knowledge of assessment, the ways it was integrated into the unit, and the evidence provided regarding how programs have actually used the data to make decisions.
On the “Common Unit Assessments” that are described below, students will be evaluated on their proficiency in using assessment data to inform instructional practice or work with clients. For example, the *School Context Worksheet* documents whether students were expected to modify instruction based on an assessment of student learning. The *Clinical Field Experience Evaluation* is a rubric completed by faculty that contains a section on “Assessment for Learning” (“Candidate’s lesson plans, instruction, and/or reflections demonstrate appropriate application of formal and informal assessments, and formative and summative assessments.”).

On the *Final Evaluation of Student Teaching Performance*, the following section appears which is based on the Connecticut Common Core of Teaching (CCCT) Standard Five: Assessment for Learning.

**Assessment for Learning (CCCT 5)**

*Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:*

- Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills (CCCT 5.1; Sec. 10-145d-808a4A)
- Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn (CCCT 5.2; Sec. 10-145d-808a4B)
- Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time (CCCT 5.3)
- Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress (CCCT 5.4; Sec. 10-145d-808a4E)
- Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning (CCCT 5.5)
• Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators (CCCT 5.6; Sec. 10-145d-808a4D)

• Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences (CCCT 5.7)

• Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities (CCCT 5.8; Sec. 10-145d-808a4C)

Moreover, other Common Unit Assessments measure the development and use of assessments to make instructional decisions. For example, the Professional Dispositions Evaluation measures whether students employ assessment effectively: “Candidate understands the ethical use of multiple types of effective assessments (e.g. assessments aligns with instruction, accommodations are made when appropriate, and attempts are made to minimize bias) and supports learners’ ability to use assessment feedback as the basis for self-reflection on progress and to improve performance” (InTASC 6q, 6s, 6t, 6v, 6u, 6r, 8p).

As part of a culminating project—the Impact on K-12 Student Learning—students will administer a test of students’ prior knowledge (“pre-test”) and end of lesson or unit test “(post-test”) to determine the proficiency in designing tests and analyzing data. The interpretation of the data will be scored as well as the use of assessment data to inform instructional practice or work with clients. The scoring rubric contains such items as . . .

• **Data Analysis.** The data analysis revealed that the K-12 students achieved mastery or made progress toward mastery (i.e., at the level defined in a student’s IEP) of all of the learning objectives.

• **Interpretation of K-12 Student Learning.** Reflection demonstrates that candidate is able to propose multiple hypotheses for why all students did not meet learner outcomes.

In addition, students will provide sample work products as part of this culminating project.
Description of Common Unit Assessments (Aligned with NCATE)

Common Unit Assessments are used to measure scores on the same rubric for all students in the School of Education and/or a certification program. IDS 471 is a required course for all students in a certification program. The remaining common unit assessments are administered in courses that are determined by each individual program according to their SPA standards. The assignments and courses may differ slightly from program to program, but each student is scored with the same common unit rubric. The Common Unit Assessments are:

- IDS 471 (English Language Learners in the Classroom) Diversity Lesson Plan
- School Context Worksheet
- Clinical Field Experience Evaluation
- Professional Dispositions Assessment
- Impact on K-12 Student Learning
- Final Evaluation of Student Teaching Performance

Common Unit Assessments

Please refer to Appendix D for copies of all current Unit Assessments. Copies of the common unit assessment rubrics are also available at: www.southernct.edu/education/tk20/

IDS 471 Content-based Instruction Unit for English Language Learners (ELLs)

Students will develop a content-based two-lesson unit of instruction for ELLs who are either in a content-based ESL class, a sheltered content class or a mainstream, traditional content classroom. This unit should be derived from an existing instruction unit designed for the traditional, mainstream classroom. If the student is a content teacher, he or she will select an existing unit of instruction that is currently used. If the student is an ESL teacher or teacher in training, he or she will select existing materials written for the traditional, mainstream classroom. Students will then modify these materials and create lesson plans that will incorporate instructional strategies that allow ELLs to engage with the class and with the course content. Students should plan on having ELLs of varying levels of English competency in the class: beginners and intermediates, so all of the modifications will be differentiated for 2 levels
of language proficiency. The unit of instruction should consist of 2 lesson plans and an assessment component. This assessment is aligned with NCATE Standard 4a.

**School Context Worksheet**

The School Context Worksheet (SCW) requires students to learn more about the school, classroom, and students at the clinical field experience site. Moreover, SCW will be used to document the gradual increase in responsibilities at a placement (for example, from working with one student to working with the whole class). Sections on the SCW address the use of technology in the classroom and diversity as well. SCW is aligned with NCATE standards 1c, 3b, and 4d.

The SCW contains a section on technology use in the classroom. This section covers the use of technology to enhance instruction; enhance learning; differentiate learning; motivate students; assist students with special needs; and to collect, manage, and analyze data. As part of completing the SCW, students will need to visit the State Department of Education’s website and find the school’s Strategic School Profile. The profile will provide students with a great deal of information on the school, students, and teachers. In the final section, students are asked to rate the quality and nature of the clinical field experience.

**Clinical Field Experience Evaluation**

The impact of field experiences on preparation to work effectively with K-12 students will be evaluated using the Clinical Field Experience Evaluation (CFEE), which is aligned with the Connecticut Common Core of Teaching (CCCT): Foundational Skill Section. Faculty will score students on the competencies measured by CFEE in all courses which have a clinical field experience prior to student teaching or practicum.

On the CFEE, students will be scored on six domains: (1) Content and essential skills; (2) Promoting learning and developmental outcomes; (3) School, family, and community context; (4) Active learning; (5) Assessment for learning; and (6) Professional responsibilities. For
example, the Content and essential skills domain encompasses “Candidate always applies research-based practices and other essential skills to convey content matter when working with individual students, small groups, or the whole class.” Under Active learning, students will be scored on the following: “Candidate’s lesson plans, instruction and/or reflection demonstrate an understanding of the specific components of active learning (e.g., provides specific examples of strategic questioning, classroom management strategies, lesson plan components, teaching strategies, differentiation of instruction, and interventions used with individual students)”.

Professional Dispositions Assessment
Professional dispositions will be assessed several times during each program in order to ensure that students are prepared as a professional. Students will log into their Tk20 account, review the Professional Dispositions Assessment rubric by which they will be evaluated, and then provide an electronic signature indicating that they have read the rubric. The assessment is aligned with InTASC standards.

The Connecticut State Department of Education requires that a candidate for certification “has the qualities of character and personal fitness for teaching” (CTSDE, 2011). The accrediting body for the School of Education at Southern Connecticut State University is the National Council for Accreditation of Teacher Education (NCATE). They define professional dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2010). These professional dispositions are to be operationalized based on the mission and conceptual framework of the School of Education, and must include “fairness and the belief that all students can learn” (NCATE, 2010).
The mission of the School of Education states that:

The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, who have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate commitment and responsibility to the communities in which they live. (SOE, n.d.)

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School of Education believes that professional dispositions can also be observed in a classroom setting before fieldwork begins. The Professional Dispositions Assessment is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The School of Education is committed to the growth of candidates as well as the impact they will have beyond the classroom through “a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so” (SOE, n.d.).

Impact on K-12 Student Learning

It is the goal of the University to prepare students to be Highly Qualified (to possess the knowledge and skills) and Highly Effective (to impact student achievement/learning measured by skill and content acquisition) teachers. This is an evidenced based instructional process that must be completed by each student teacher.

Each student teacher will be required to complete an instructional project. The student teacher will plan and implement four (4) or five (5) consecutive lessons that align to a grade level curriculum area. The lessons should also align to a specific component of that curriculum area (i.e. if the area is science, the student teacher may select the water cycle as their topic for
instruction). The project will be referred to as a “mini-unit” for our purposes. Each “mini-unit” must include a measure of student knowledge prior to the instruction (a pre-test) and a measure of knowledge upon completion of the instructional sequence (a post-test). Each student will be required to graph the individual growth of the students they taught as well as graph the progress of the class as a whole. This evidence based practice will be the basis for discussion for simulated future planning, IEP and lesson development, etc. In the accompanying materials, there is a complete outline of framework related to the “mini-unit” and the impact on student learning.

This evaluation measures the extent to which candidates are knowledgeable of K-12 student characteristics; develop measurable learner outcomes of unit or lesson plans; demonstrate instructional planning (e.g., clear organization with logical sequence of learning activities); test K-12 students’ prior knowledge prior to teaching a lesson or unit; make pedagogically sound modifications in response to students’ questions, level of understanding of the content, and other critical factors; administer a post-test that is congruent with all the learner outcomes; and analyze and interpret K-12 students' progress toward mastery. The competencies measured by the Impact on K-12 Student Learning evaluation are aligned with NCATE standard 1d, your Specialized Program Association’s expected competencies, and the competencies described in the Student Teaching Handbook.

Final Evaluation of Student Teaching Performance
The student teaching evaluation framework directly correlates to the competencies of the Connecticut Common Core of Teaching. The evaluation rubric is contained in the online certification assessment system. A copy of the evaluation is also located in the student teaching handbook and can be easily accessed by going to the School of Education website.

a. Mid-Term Evaluation: The midterm evaluation is collaboratively completed by the student teacher, the cooperating teacher, and the university supervisor. This is an oral evaluation to discuss progress and to identify any areas of concern if applicable. The student teaching evaluation rubric is used as the framework for this process.
b. **Final Evaluation:** The final evaluation is also collaboratively reviewed by the student teacher, the cooperating teacher, and the university supervisor. Upon conclusion of the evaluation conference/meeting, the cooperating teacher electronically submits the completed evaluation using the online certification assessment system. The student teacher is to electronically access the completed evaluation and comment and/or electronically sign off. The university supervisor is to do the same. **A grade reflecting the student teaching experience cannot be submitted until the above process is completed!**

**Online Certification Assessment System**

After investigating many different options, the School of Education chose to implement an online certification system known as Tk20. The “Tk20 HigherEd” package is a comprehensive outcomes-based assessment and reporting system database. Tk20 is currently being used to collect assessment data for unit-wide and program-specific, key assessments. The initial implementation of the program was in the fall of 2010.

Tk20 is an online assessment software system that allows students to organize and upload relevant professional documents. Faculty members will be able to score assignments, evaluate progress in accordance with state regulations, and document readiness for certification. It helps to ensure that students receive the necessary training to become certified in their field, and an excellent, well-qualified professional.

In Tk20, students will upload representative assignments, professional documents, and other materials related to key program assessments including field experiences, student teaching, and clinical placements. Submitting documents and assignments in Tk20 is as simple as attaching a file to an email.

In addition, as long as the Tk20 account is active (10 years from purchase date), students have the option of creating an electronic presentation portfolio that may include documents, sample
student projects, pictures, videos, etc. This portfolio is completely customizable and can be personalized to the student’s needs. Tk20 organizes this customized information into one convenient link that can be sent to various potential employers, supervisors, or whomever.

Please note that all School of Education and certification students must purchase Tk20. In many courses, assignments will be submitted and graded by instructors via Tk20. Therefore, to receive full credit for your courses, students need to use Tk20.

**Tk20 Help Resources**

Tk20 help resources, including FAQ’s and Quick Guides for faculty, students and cooperating professionals are available at: [www.southernct.edu/education/tk20/](http://www.southernct.edu/education/tk20/)

Please email any of your questions to [tk20support@southernct.edu](mailto:tk20support@southernct.edu)

Tk20 login page: [https://southernct.tk20.com/](https://southernct.tk20.com/)

**Will I need to use Learn 9 and Tk20?**

Yes. Unlike Learn 9 and other course management programs, Tk20 provides a comprehensive view of academic progress throughout coursework and years in a program. Tk20 will only be used for certain key assignments that have been chosen by each program. For all other coursework, students will be asked to use Learn 9 in conjunction with Tk20.

**Do I need to buy Tk20?**

All students enrolled in a certification program and/or a social work program must purchase a Tk20 account. A Tk20 account is only purchased once and are active for 10 years. If a student is a non-certification student, please see the chair of the program if there are any questions regarding the purchase of an account.
How do I purchase Tk20?
Tk-20 accounts can be purchased at the SCSU bookstore or by visiting: https://southernct.tk20.com/ and clicking on “Click here to purchase or register your student account” at the bottom left of the screen. If the account is purchased at the bookstore, financial aid can be used.

The Common Unit Assessments
In Appendix D, the School of Education’s common unit assessments appear.
APPENDIX A
**1-Art Education -- Field Work Components of Program**

**Exploring the profession – Introductory experience**

EDU 201 -- Introduction to the Teaching Professions

**Fieldwork Experiences and Journals**

- The student is required to complete a total of a minimum of 40 hours in a secondary classroom in an academic discipline of his/her choice. Twenty hours must be completed by mid-semester, the remaining 20 hours by the end of the semester.

- It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching. Times when the cooperating teacher has a planning period or an administrative duty assignment do no count toward meeting the 40 hour requirement.

- The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

- The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

- The specific topics and dates the reflections are due are as follows:
  - description of the classroom environment
  - description of the strategies the teacher uses to initiate a lesson
  - description of the strategies the teacher uses to motivate the students to want to learn
  - description of the ways in which the teacher handles classroom management issues
  - description of the ways in which the teacher addresses the diverse learning styles of students
  - description of the ways in which the teacher assesses student learning

**Total Hours Involved:** 40 hours of observations

**ART 270 -- Intro to Art Education (3—15 hours)**

Field observations are tied to an action research project. Typically, projects take the form of a (comparative) case study of an art teacher(s) and/or a school-age child(ren) who is “exceptional” in his/her development (in the TAG or SED senses). Students are introduced to the process of diagnostic assessment. Fieldwork typically entails observation reports, interviews, and/or informal experimental research designs. Findings are presented in class.
Practicing new knowledge: Intermediate experience

ART 370 – Art Educ (Elementary School) (10—20 hours)
1—3 weeks of field observations of exemplary art teachers/programs, combined with a student case-study component, as described for ART 270 above, including increased emphasis on curriculum analysis/reflection and student assessment/diagnosis. Typically, observations are done in 2 urban and 2 suburban sites, at 2—4 different grade levels. Observations include discussion of classroom organization/management, instructional methods, curriculum/program.

ART 371 – Art Educ (Secondary School) (10—20 hours)
An extension of fieldwork in ART 370. Each student is responsible for coordinating visits to area secondary school art classrooms as a participant observer for a minimum of 10 hours by the end of the semester. Students can self-select area schools or be guided to Professional Development schools. As participant observers, students should be cognizant of specific issues, ideas, and topics and bring this information back to class for discussion. During their time on-site, students are also expected to interact with the students. A completed observation form is required for each visit that includes but is not limited to descriptions of classroom or physical space, teacher/student interaction, student/student interaction, organization of supplies, lesson, classroom management, and student behavior management. A 1-2 page word processed final commentary of the field experience is

Mastery experience: Student teaching

EDU 300 -- Student Teaching I (elementary site, 8 weeks full time)
EDU 400 -- Student Teaching II (secondary site, 8 weeks full time)

Field Assignment:
1. Short and long term instructional planning
2. Planning, execution and evaluation of lessons in conjunction with the Coop-Teacher’s program content/goals, in collaboration/consultation with the Coop-Teacher.
3. Extra-curricular involvement in all areas of school program/administration.

Student Teaching Seminar (bi-weekly)

Discussion topics relevant to field experience:

- School culture shock. Getting settled in. Establishing relationships with school administrators, students, parents.
- Relations with your cooperating teacher. Learning all you can learn from them about teaching, etc. Establishing open dialog – expressing concerned inquiry (rather than
challenging). Professional assertiveness – taking initiatives re teaching plans, classroom management suggestions, etc.

- **Keeping a journal.** Notes/commentary on instructional facilities, student services/records policies, administration-faculty relations, school “philosophy” (student code of conduct), school curriculum emphasis/structure, teacher-student relations, community relations. Doing student case studies.


- **Motivation.** Communicating expectations to students. Interactive technical media/process demos. Raising good questions -- engaging students in dialog. Intrinsic vs. extrinsic motivation (motivation by positives vs. through fear/intimidation).

- **Discipline.** Techniques for dealing with behavior problems. School-wide policies/procedures/“rules.” Long-term (preventative) efforts. (Home visits.)

- **Student-teacher interaction.** Keeping profession distance. (How close you can get?) Taking on students’ personal problems (playing counselor). Enjoying your teaching (without getting slapped with a legal suit!).


- **Classroom management/design.**
2-Early Childhood Education

Exploring the profession – Introductory experience

EDU 206, Principles of Early Childhood Education [40 hours]
Field Assignment:
1. Observation of classroom environment in context of theoretical ideas about learning and development as proposed by different contemporary theorists.
2. Analysis of a behavior episode related to behavior management technique used by the teacher/self in the classroom.
3. Developing a lesson plan that should reflect understanding about the different components of a lesson plan (goals, objectives, initiation, procedure, closure, assessment, and evaluation).
4. Technology in classroom: Review of a software program based on Highland’s evaluation criteria.

Practicing new knowledge: Intermediate experience

EDU 309, Integrated Curriculum for the Young Child, Pre-K, K [40 hours]
Field Assignment:
Child Study
Lesson planning, presentations, and reflective essays in the areas of art, multicultural education, and science or mathematics.
Completion of an environmental rating scale on the classroom environment.
Reflective essay analyzing a young child’s play experience.
Reflective essay analyzing growth as a teacher in light of NAEYC standards.

Implementing knowledge: Advanced experience

EDU 312, Integrated Curriculum for the Primary Classroom [40 hours]
Field Assignment:
Three integrated lessons: Students plan, teach, and complete a comprehensive self-evaluation. Lessons target goals and objectives in specific disciplines: 1) Language Arts, 2) Mathematics, 3) Science or Social Studies. Each lesson integrates another content area, and one must include art, music, or movement.
Assessment: Students bring a representative progress report form, from the field setting, for one assessment workshop. In addition, students assess a child’s work sample and develop a plan for meeting the individual learning needs of the child.
Two “Observation Syntheses” reports: Students synthesize field observations, text readings, and class discussions in two areas: 1) Classroom Management, 2) Primary Grades Curriculum.
Mastery experience: Student teaching

EDU 300, Student Teaching I
EDU 400, Student Teaching II
EDU 485, Student Teaching Seminar
3-Elementary Education

Exploring the profession – Introductory experience

EDU 200, Principles of Education (taken concurrently with SED 225, Introduction to Exceptional Individuals) (40 hours)
Field Assignment: to keep a journal with observational writing covering the following topics:
- Classroom context
- Diverse learners
- Classroom management
- Initiation of instruction
- Closure
- Assessment

Practicing new knowledge: Intermediate experience

EDU 309, Integrated Curriculum for the Young Child, PreK-K (Taken concurrently with EDU 312) (40 hours)
Field Assignment:
1. Child study
2. Lesson planning, presentations, and reflective essays in the areas of art, multicultural education, and science or mathematics
3. Completion of an environmental rating scale on the classroom environment
4. Reflective essay analyzing a young child’s play experience
5. Reflective essay analyzing growth as a teacher in light of NAEYC standards

EDU 312, Integrated Curriculum in the Primary Grades (taken concurrently with EDU 309) (40 hours)
Field Assignment:
1. Three integrated lessons for (language arts, mathematics, and science or math) which students plan, teach, and complete a comprehensive evaluation. One integrated lesson must include art, music or movement.
2. Do and contribute one assessment report to a workshop session
3. Assess a child’s work sample and develop a plan for meeting the individual learning needs of the child
4. Two observation syntheses reports on classroom management and primary grade curriculum
Implementing knowledge: Advanced experience

EDU 311, Integrated Curriculum for Children II – Grades 4-6 (40 hours working with individual and small groups of students)

Field Assignment: to keep a journal with observation that is a private dialogue between the student and the instructor critiquing the following topics:

1. Classroom environment
2. Initiation an motivation of lessons
3. Integration of subject areas
4. Classroom management
5. Differentiation of instruction
6. Evaluation of lessons
7. Self assessment

Mastery experience: Student teaching

EDU 300, Student Teaching I (8 weeks full time)
EDU 400, Student Teaching II (8 weeks full time)

Field Assignment:

• Short and long term planning
• planning, execution and evaluation of lessons in all areas of the curriculum
• Becoming a team teacher with the cooperating teacher
• Involvement in all areas of school program as it affects the assigned classroom teacher and as the student teacher is permitted to become involved, i.e. parent conferences, teachers’ meetings, professional development programs.

EDU 485, Student Teaching Seminar
4-English – Secondary Education

Exploring the profession – Introductory experience

EDU 201 – Introduction to the Teaching Professions (40 hours)

• Candidates spend forty hours observing in classrooms. They are expected to write a reflective journal and to focus primarily on the following essential elements of teaching: classroom organization and management, lesson planning, introducing the lesson, differentiating instruction, assessment and teacher reflection. EDU 201 requires candidates to have experience at both the middle and high school level. Candidates will eventually be certified in 7-12 and it is important to have the candidates be exposed to both the middle and high school settings.

• It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom over time. Students should be able to observe and follow the development of curriculum units as well as the development of the student’s skill level and knowledge base. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching.

• The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

• The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

• The specific topics are as follows:
  o description of the classroom environment
  o description of the strategies the teacher uses to initiate a lesson
  o description of the strategies the teacher uses to motivate the students to want to learn
  o description of the ways in which the teacher handles classroom management issues
  o description of the ways in which the teacher addresses the diversity in the learning styles of the students.
  o description of the ways in which the teacher assesses student learning

Total Hours Involved: 40 hours
Practicing new knowledge: Intermediate experience

EDU 413 Secondary Education: Students in EDU 413 are required to spend at least 40 hours in a middle and secondary school. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic and develop and plan a lesson. The candidate will then teach the lesson to the class.
When possible, the lesson will be video taped for review and reflection. The topics that are discussed include a review of learning styles and the teaching strategies that can be utilized for effective instruction. Lesson planning is an important component of the discussion as is effective methods of differentiation. Candidates review the components of effective classroom management techniques as well as the organizational structures that must be in place to support them. Total Hours Involved: 40 hours

Implementing knowledge: Advanced experience

ENG 492—Teaching Literature to Adolescents: After completion of EDU 417, English Education students continue spending time in local schools, where they can apply insight and instructional methods garnered from studying techniques specific to the teaching of English. Students are required to observe 3 class periods and complete reflective, observational reports. Students will also design 2 lessons, teach them, and evaluate the execution of these lessons.

Total Hours Involved: 3 hours of observation, 2 hours of teaching, approximately 10 hours of planning for instruction and post-teaching reflection.

Mastery experience: English Methods and Student teaching

EDU 490—English Methods

In the English methods course, beginning in week three, students engage weekly in four hours of observation in the English/Language Arts classes in which they will be student teaching. Thus, students observe and reflect upon 12 hours of teaching prior to beginning their 10-week student teaching period. These observations form the basis for discussion of classroom management, curriculum design, and instruction that are at the center of EDU 490.

EDU 452—Student Teaching and EDU 453—Seminar in English

During the 10-week student teaching period, students are responsible for several professional duties during their field assignment:
5. Design, execute, and evaluate lessons in all areas of the English curriculum.
6. Manage a classroom.
7. Learn to work as a team with a cooperating teacher.
8. Exhibit professional behaviors by becoming an active member of a school community through participating in parent conferences, teachers’ meetings, and professional development programs.

EDU 490, EDU 452, and EDU 453 also require the development of a student teaching portfolio.

Total Hours Involved: 10 weeks of full-time work; 400 + hours total
5-Exercise Science (K-12)

Exploring the profession – Introductory experience

EXS 191 – Introduction to Exercise Science
Field Assignment: During the course, teacher candidates accumulate twenty-five (25) total hours of field experience. This field experience is intended to introduce the candidate to the various disciplines within the physical education field. As a result, the twenty-five hours the candidates complete consist of:

- Five (5) hours within each discipline [Teacher Education (elementary or middle school level), Athletic Training, and Human Performance] = Fifteen (15) total hours
- Five (5) hours of professional development
- Five (5) hours of the candidates choice (within discipline)

EXS 291 – Exploring Teaching in Physical Education
Field Assignment: Teacher candidates accumulate fifteen hours (15) hours of field experiences within a physical education teaching setting during this course. These hours are split between elementary school and middle school physical education sites. During this experience, the teacher candidates observe, assist in routine tasks, and teach at least one class per visitation site.

EXS 292 – Instructional Strategies for Physical Education (For teacher candidates entering Fall 2006 or after)
Field Assignment: Within this course, teacher candidates will receive a "world of work" experience, rich with guidance and supervision. It will extend the learning and experience begun in EXS 291 while adding additional knowledge and insight into the teaching/learning environment (i.e. behavior management, organizational strategies specific to physical education, various teaching styles, etc.).

Practicing new knowledge: Intermediate experience

EXS 350 – Teaching K-12 Fitness
Field Assignment: Within this course, teacher candidates visit numerous schools throughout Hamden, New Haven and Woodbridge and assist in the administration of the Connecticut Physical Fitness Tests. In addition, teacher candidates teach health-related fitness lessons to K-12 students.

EXS 483 – Adapted Physical Education
Field Assignment: Within this course, two different field experiences occur due to the different times the courses are offered. One experience occurs in the local schools with students with special needs and the other experience occurs on campus when students with special needs come to SCSU and receive physical education training from the teacher candidates. During both settings, the teacher candidates observe, assist and teach activities and classes.
Another type of field experience comes in the form of the Special Olympics. All students enrolled in EXS 483 must observe and assist in Special Olympic activities for at least fifteen (15) hours.

**Implementing knowledge: Advanced experience**

EXS 394 – Elementary Physical Education Methods  
*Field Assignment:* The field experience in this course consists of observations and teaching at the elementary physical education level. The teacher candidates are placed in local elementary schools where they develop content for elementary school-aged children. In addition, as a group, the teacher candidates develop a “special activity” for the children as a culminating event.

EXS 495 – Secondary Physical Education Methods  
*Field Assignment:* The field experiences in this course consist of observations and teaching at the secondary physical education level. The teacher candidates are placed in local middle and high schools and teach a minimum of two classes to middle and high school-aged children. Along with their teaching, teacher candidates observe and evaluate classmates during their teaching session.

EXS 394 & 495 (For teacher candidates entering Fall 2006 or after)  
*Field Assignment:* Teacher candidates will be placed with a qualified elementary & secondary physical educator and have the opportunity to spend a great deal of time in practical settings (approximately 30 days) applying concepts they are learning in their elementary and secondary physical education methods courses. Whenever possible, teacher candidates will be placed with the teachers that will supervise them during their student teaching experience during the following spring semester.

**Mastery experience: Student teaching**

EXS 300 – Student Teaching Elementary  
EXS 400 – Student Teaching Secondary  
*Field Experience:* The student teaching experience consists of two eight-week sections. The interns complete one eight-week session at an elementary site and another eight-week session at a secondary site. At each site, the interns gradually move from assisting their mentor teacher, to taking over some responsibilities, to ultimately leading classes by themselves.
6-Foreign Language Certification Program

Exploring the profession – Introductory experience

EDU 201 – Introduction to the Teaching Professions (40 hours)

- Candidates spend forty hours observing in classrooms. They are expected to write a reflective journal and to focus primarily on the following essential elements of teaching: classroom organization and management, lesson planning, introducing the lesson, differentiating instruction, assessment and teacher reflection. EDU 201 requires candidates to have experience at both the middle and high school level. Candidates will eventually be certified in 7-12 and it is important to have the candidates be exposed to both the middle and high school settings.

- It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom over time. Students should be able to observe and follow the development of curriculum units as well as the development of the student’s skill level and knowledge base. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching.

- The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

- The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

- The specific topics are as follows:
  - description of the classroom environment
  - description of the strategies the teacher uses to initiate a lesson
  - description of the strategies the teacher uses to motivate the students to want to learn
  - description of the ways in which the teacher handles classroom management issues
  - description of the ways in which the teacher addresses the diversity in the learning styles of the students.
  - description of the ways in which the teacher assesses student learning

Total Hours Involved: 40 hours
Practicing new knowledge: Intermediate experience

EDU 413 Secondary Education: Students in EDU 413 are required to spend at least 40 hours in a middle and secondary school. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic and develop and plan a lesson. The candidate will then teach the lesson to the class.

When possible, the lesson will be video taped for review and reflection. The topics that are discussed include a review of learning styles and the teaching strategies that can be utilized for effective instruction. Lesson planning is an important component of the discussion as is effective methods of differentiation. Candidates review the components of effective classroom management techniques as well as the organizational structures that must be in place to support them. Total Hours Involved: 40 hours

Implementing knowledge: Advanced experience

EDU 491 - Teaching of Foreign Languages in Secondary Schools

This course involves the following field experiences:

- six focused ethnographic observations of a foreign language class at an elementary, middle and high school levels;
- development of lesson plans for teaching based on thematic units;
- teaching practicum at Wintergreen Magnet school after school program;
- reflection and discussion of lesson plans and teaching with the teacher at Wintergreen.

These field experiences enable students to construct and implement a lesson plans; to conduct a lesson independently; to analyze lessons they teach, compare them to the lesson plans and reflect on their successes and failures; to incorporate interpersonal, interpretive and presentational modes of communication into their teaching; sharpen observations skills by observing teaching and then using this as a basis for providing quality feedback; demonstrate their ability in conducting lessons based on group, pair and individual work with the students.

Total Hours Involved: 6 hours of observation; 16 hours of school teaching; 8 hours of classroom peer teaching and at least 15 hours of lesson plan development. Total = 45 hours.

Mastery experience: Student teaching

EDU 452 – Student Teaching and EDU 453 – Seminar in Foreign Language Teaching

Field work is based on the following objectives:
1. Student teachers will observe the cooperating teacher and make written observation of students’ behavior and interaction with teacher and the teaching procedures used.
2. Student teachers will have an opportunity to discuss these observations with the cooperating teacher and/or the university supervisor.
3. Student teachers should work with individual students and with small groups as soon as possible (at the discretion of the cooperating teacher.
4. Student teachers are expected to write lesson plans for all the classes they teach. These plans should include: objectives written in behavioral terms, motivation, activities, teaching aids to be used, closure and evaluation of the lesson. Foreign Language student teachers are required to keep all plans available for both the supervisor and the coordinator.
5. Student teachers are required to keep a notebook or folder for each class that they are observing or teaching. Included should be the record of observations, lesson plans, quizzes, tests and any other evaluative schemes, as well as self-evaluation of the lessons.
6. Student teachers are responsible for writing a unit plan for at least one of the classes that they are teaching. This should be discussed at the beginning of the training period with the cooperating teacher.
7. The student teacher gradually takes on more responsibility from the cooperating teacher. By the 7th week of student teaching, the student teacher should be carrying the full teaching load of the cooperating teacher as well as all other responsibilities, such as study hall and homeroom.

As a result of this experience the candidates demonstrate a high level of proficiency in the target language. Candidates are able to communicate successfully in the three modes of communication — interpersonal, interpretive, presentational — in the target language; candidates demonstrate knowledge of the linguistic elements of the target language system; candidates use at least 90% of the target language in their daily teaching. Candidates integrate the cultural framework for foreign language standards into their instructional practices. Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. Candidates integrate cultures, communication, communities, comparisons, and connections into curricular planning and daily lesson planning. Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources. Candidates will develop strategies of classroom management that promotes students’ participation. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. Candidates reflect on the results of student assessments, adjust instruction accordingly, and analyze the results of assessments, and use success and failure to determine the direction of instruction. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

Total Hours Involved: 10 Weeks of full-time work. 400+
EDU 201 – Introduction to the Teaching Professions (40 hours)

- Candidates spend forty hours observing in classrooms. They are expected to write a reflective journal and to focus primarily on the following essential elements of teaching: classroom organization and management, lesson planning, introducing the lesson, differentiating instruction, assessment and teacher reflection. EDU 201 requires candidates to have experience at both the middle and high school level. Candidates will eventually be certified in 7-12 and it is important to have the candidates be exposed to both the middle and high school settings.

- It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom over time. Students should be able to observe and follow the development of curriculum units as well as the development of the student’s skill level and knowledge base. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching.

- The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

- The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

- The specific topics are as follows:
  - description of the classroom environment
  - description of the strategies the teacher uses to initiate a lesson
  - description of the strategies the teacher uses to motivate the students to want to learn
  - description of the ways in which the teacher handles classroom management issues
  - description of the ways in which the teacher addresses the diversity in the learning styles of the students.
  - description of the ways in which the teacher assesses student learning

Total Hours Involved: 40 hours
Practicing new knowledge: Intermediate experience

EDU 413 Secondary Education: Students in EDU 413 are required to spend at least 40 hours in a middle and secondary school. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic and develop and plan a lesson. The candidate will then teach the lesson to the class. When possible, the lesson will be video taped for review and reflection. The topics that are discussed include a review of learning styles and the teaching strategies that can be utilized for effective instruction. Lesson planning is an important component of the discussion as is effective methods of differentiation. Candidates review the components of effective classroom management techniques as well as the organizational structures that must be in place to support them. **Total Hours Involved:** 40 hours

Implementing knowledge: Advanced experience

EDU 494, Teaching Social Science in Secondary School (Grades 7-12)

This course is the culminating academic course for History and Social Science majors seeking certification to teach History and Social Science Grades 7-12.

Essential requirements for this course:

**Portfolio/Journal** - Included in this document must be:

- a) **Reflections** on readiness to be a classroom teacher
- b) **Reactions/assessment** about the class and community resources (speakers from the Connecticut Geographic Alliance, Hartford Courant Newspaper in Education Program, Newsweek magazine)

**Field Experiences** - Included in this component are the following:

1) **Observation visits** (recorded in journal) to various middle/secondary public schools including urban, suburban, and rural settings.
2) **Field visits** to local historical societies and museums to become familiar with community institutions that are useful for classroom teaching as repositories of primary source documents and artifacts for integration into social studies classroom lessons (New Haven Colony Historical Society, Mashantucket Pequot Museum are two examples of field visits).
Mastery experience: Student teaching

Education 452- Student Teaching (Ten Weeks)
Students are placed in diverse secondary and middle schools throughout Connecticut.

In recent semesters these placements have included **high-needs settings**:
- New Haven- (Hillhouse, Career H.S., Business Magnet School, Arts Magnet School, Fair Haven Middle School)
- West Haven- (West Haven H.S., Carrigan M.S., Bailey M.S.)
- Hamden - (Hamden H.S., Hamden M.S.)
- East Haven (East Haven H.S., East Haven M.S.)
- Bridgeport – (Bridgeport Central H.S.)
- Stamford – (Westhills H.S.)
- Meriden – (Maloney H.S., Lincoln M.S.)
- Middletown (Middletown H.S.)
- Waterbury- (Kennedy H.S., Wallace M.S.)
8-Mathematics Secondary Certification

Exploring the profession-Introductory experience

EDU 201 – Introduction to the Teaching Professions (40 hours)

• Candidates spend forty hours observing in classrooms. They are expected to write a reflective journal and to focus primarily on the following essential elements of teaching: classroom organization and management, lesson planning, introducing the lesson, differentiating instruction, assessment and teacher reflection. EDU 201 requires candidates to have experience at both the middle and high school level. Candidates will eventually be certified in 7-12 and it is important to have the candidates be exposed to both the middle and high school settings.

• It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom over time. Students should be able to observe and follow the development of curriculum units as well as the development of the student’s skill level and knowledge base. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching.

• The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

• The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

• The specific topics are as follows:
  o description of the classroom environment
  o description of the strategies the teacher uses to initiate a lesson
  o description of the strategies the teacher uses to motivate the students to want to learn
  o description of the ways in which the teacher handles classroom management issues
  o description of the ways in which the teacher addresses the diversity in the learning styles of the students.
  o description of the ways in which the teacher assesses student learning

Total Hours Involved: 40 hours
Practicing new knowledge: Intermediate experience

EDU 413 Secondary Education: Students in EDU 413 are required to spend at least 40 hours in a middle and secondary school. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic and develop and plan a lesson. The candidate will then teach the lesson to the class. When possible, the lesson will be video taped for review and reflection. The topics that are discussed include a review of learning styles and the teaching strategies that can be utilized for effective instruction. Lesson planning is an important component of the discussion as is effective methods of differentiation. Candidates review the components of effective classroom management techniques as well as the organizational structures that must be in place to support them. **Total Hours Involved:** 40 hours

Implementing knowledge: Advanced experience

*MAT 405 – Elementary Mathematics from an Advanced Standpoint*

Field Assignment (minimum 12 hours):

We have incorporated a field experience in this capstone content course for the last several years. Spring 2004 was an exception. Since we had two sections that semester, we split the students among undergraduates and graduates. The undergraduates were not required to do a field experience, but the graduates were. Below is a typical list of the choices they would have for field experiences:

Mentoring Activity: New Haven Public Schools (10% of final grade)

**Option 1:** Work on calculus with High School in the Community students on Saturday mornings, 9:30 - 11:30, under the supervision of John Crotty. You are required to go a minimum of six Saturdays. Ideal for those who need to brush up on calculus ahead of the PRAXIS II exam.

**Option 2:** Tutor students at Roberto Clemente Middle School on Saturday mornings, 10:30 - 12:30. You are required to go a minimum of six Saturdays. Ideal for anyone who has never done a field experience.

**Option 3:** Tutor in the CAPT Academy at Career High School on Saturdays, dates and times to be announced. Ideal for anyone who has never done a field experience.

**Option 4:** Tutor middle school students at the VLC Academy on three Saturdays. You will probably receive monetary compensation for this. Ideal for the secondary education majors.
Mastery experience: Student teaching

EDU 452 - Secondary Student Teaching (10 weeks full time)
EDU 492 – Mathematics (Secondary School)

Field Assignment (minimum 15 hours):

This is the methods course which our students take for the first 7 weeks in fall. Below is a list of the observations required, including what each observation should entail:

I. School Visitation Assignment

The purpose of the school visitation assignment is to familiarize student teachers with the schools in which they will be doing their student teaching and to have all students observe the practice of many of the methods being discussed in the methods course. The observations should be returned for evaluation in three reports. Each report will cover the observation of a minimum of five classes. For these five classes, at least two different teachers should be observed. The report should focus on the specific topics identified for observation as listed below for each teacher observed. However, the reports are not limited to those topics alone. If something very interesting is observed during a particular class, students should feel free to report their reactions to those situations.

Each report should include:
1. Teacher’s name and grade level(s) of the classes.
2. Subject(s) covered in the classes.
3. Date(s) of observations.
4. A discussion of the topics of observation as outlined for the reports below.
5. Insights that you make about the teaching and learning process as a result of your observations. The report should not be only a list of observations, but also a reflection upon what you observe.

For this report and subsequent reports, if you didn’t observe items mentioned to report on, ask your cooperating teacher about how they would respond under other circumstances. For example, if you didn’t observe any discipline problems, ask how the teacher handles discipline.

Report 1. Students should observe the first few days of the academic year as indicated in the letter you received. You should obtain copies of the textbooks you will be using when you student teach, make a seating chart for the classes, and become acquainted with the names of the students. In addition, observations should focus on classroom management and discipline strategies used by the observed teachers, and a description of the learning environment created by the observed teachers. The cooperating teacher can help arrange for the visitation of other teachers as needed. Specific things to look for include:

- How are classes organized?
- What seating arrangements are utilized?
- How is attendance taken?
- What is the teacher’s discipline policy and the principle method of maintaining discipline?
- What response did the teacher make to any particular student disruptions?
- How does the teacher handle homework?
- How does the teacher maintain his/her grade book?
- What expectations are made of the students?
- How does the teacher handle the first day of school?
- How does the teacher differentiate between different levels of classes?

Report 2.

During these observations the student should focus on task selection, motivation/initiation methods, teaching style, and closure techniques utilized by the observed teachers. Specific things to look for include:

- What techniques did the teacher use for the initiation of the lesson?
- What techniques did the teacher use to close the class?
- Did the teacher supplement lessons with resources other than the textbook? If so what?
- How did the lessons develop mathematical facts, skills, concepts and principles? How did the teacher make the transition from previously learned material to the present objectives of the lesson?
- How did the teacher address the diverse needs of different learners in the classroom?
- What assessment techniques were used to evaluate whether lesson objectives were met?
- What methods did the teacher use to make learning mathematics a sense-making experience?
- Did the teacher use methods that prepare the students for the CAPT test?

Report 3.

During these observations the student should focus on discussion, questioning, and manipulative/technology techniques used by the observed teachers. One of the observations should be in the Learning Resource Center/Computer Laboratory of the school, if available at this time. Specific things to look for include:

- What teaching aids were used?
- What technology was available to be utilized in the lesson?
- Was the technology utilized in the lesson? If so, how?
- What manipulatives were available to be utilized in the lesson?
- Were the manipulatives utilized in the lesson? If so, how?
- What types of questions were utilized? (e.g. open-ended vs. closed-ended questions; fact vs. higher-order cognitive questions, etc.)
- Did the teacher use techniques to encourage student participation in discussions? (e.g. wait time, asking the student to elaborate their responses, asking for student questions, etc.)
- Describe how the learning environment fosters the opportunity for students to explore sound mathematics, communicate their ideas, and take intellectual risks.
EDU 453, Student Teaching Seminar

No field experience. Students are teaching and return once a week to discuss selected topics. All students are required to submit a weekly e-mail journal, reflecting on their teaching for that week.
9-Science Education Field Experiences

Exploring the profession – Introductory experience

EDU 201 – Introduction to the Teaching Professions (40 hours)

- Candidates spend forty hours observing in classrooms. They are expected to write a reflective journal and to focus primarily on the following essential elements of teaching: classroom organization and management, lesson planning, introducing the lesson, differentiating instruction, assessment and teacher reflection. EDU 201 requires candidates to have experience at both the middle and high school level. Candidates will eventually be certified in 7-12 and it is important to have the candidates be exposed to both the middle and high school settings.

- It is expected that the student will spend an average of 3 to 4 hours per week in the secondary classroom over time. Students should be able to observe and follow the development of curriculum units as well as the development of the student’s skill level and knowledge base. While the schedule is to be arranged mutually between the student and the cooperating teacher, the student must do his/her fieldwork when the cooperating teacher is actually teaching.

- The specific responsibilities of the student in the classroom will focus on observation of the teaching/learning process and working with secondary students on a one-on-one basis. (Each cooperating teacher will receive a letter to this effect).

- The student is required to submit a series of written reflections each focusing on a specific topic. Please note that these reflections are regarded as a private dialogue between the student and the instructor. The cooperating teacher will complete an evaluation of the student at the end of the semester.

- The specific topics are as follows:
  - description of the classroom environment
  - description of the strategies the teacher uses to initiate a lesson
  - description of the strategies the teacher uses to motivate the students to want to learn
  - description of the ways in which the teacher handles classroom management issues
  - description of the ways in which the teacher addresses the diversity in the learning styles of the students.
  - description of the ways in which the teacher assesses student learning

**Total Hours Involved:** 40 hours

Practicing new knowledge: Intermediate experience

EDU 413 Secondary Education: Students in EDU 413 are required to spend at least 40 hours in a middle and secondary school. Candidates will, in collaboration with the cooperating teacher,
identify an appropriate topic and develop and plan a lesson. The candidate will then teach the lesson to the class. When possible, the lesson will be video taped for review and reflection. The topics that are discussed include a review of learning styles and the teaching strategies that can be utilized for effective instruction. Lesson planning is an important component of the discussion as is effective methods of differentiation. Candidates review the components of effective classroom management techniques as well as the organizational structures that must be in place to support them. **Total Hours Involved:** 40 hours

**EDU 493 Science Methods Course 20 hours**

**Teaching - In -Action assignment (5 hours)**
During this assignment students are required to critically analyze a science class. They are provided with a list of teaching competencies and a sample student teaching evaluation form.

Candidates develop a critical analysis based on their observations. This analysis is included in their portfolio and is evaluated as homework for EDU 493.

The second part of the field experience (15 hours) involves candidates working directly with students. We are currently working to develop a science fair theme for candidates to work closely with students from surrounding high schools to develop science fair projects that will be evaluated by department faculty.

**Mastery experience: Student teaching**

**EDU 452 Student Teaching (400 hours)**

Student teaching serves as the capstone field experience for science certification. Candidates are required to keep a journal and portfolio during this experience. Both are collected and assessed at the end of student teaching. Candidates are evaluated using the standard SCSU student teaching form and the new science rubric we developed.
10-SPECIAL EDUCATION

The field experiences and student teaching are designed to be sequential in nature, from exposure to application of learning in specific content areas, to integration of learning in the clinical setting. Consequently, the experiences and requirements are sequential in difficulty. As such, the first two cores involve observation of the classroom instruction and techniques. The academic cores involve application of learned diagnostic and instructional techniques. The clinical core involves integration and direct application of all previous learning.

Exploring the profession: Introductory experience

SED 225 – Introduction to Exceptional Individuals
  • Observations in classroom or agency setting. The purpose is to expose students to the educational setting, and to children with special educational needs. Students are required to keep a reflective log of their experiences.

SED 235 – Early childhood special education for Exceptional Individuals
  • Observations in classroom settings for young children with special needs.
  • Observation of a young child with special needs with a specific focus on a particular developmental domain (i.e., cognition, communication, motor, social-emotional, adaptive)

Practicing new knowledge: Intermediate experience

SED 325 – Curriculum and methods for exceptional individuals
  • Observation and reflection on a planning and placement team meeting

SED 335 – Teaching individuals with physical disabilities
  • Interview with an individual with a physical or health disability

SED 375 – Classroom management techniques in educational settings
  • Observation of a classroom to assess implementation of learned behavior management techniques. Students observe and react in a paper.
  • Development of a behavior management plan.

Implementing knowledge: Advanced experience

SED 365 – Basic Principles of Academic Assessment and Remediation for Exceptional Individuals
Students are required to evaluate an individual child for functioning and eligibility in math. Lesson plans are developed for remediation of the child’s math skills, and plans are assessed during and after instruction. Written diagnostic reports and lesson plans are required. Field supervision by course instructor at all levels including graduate. This experience may require working with students under professor supervision outside of classroom time.
SED 435 – Language arts for exceptional individuals: Assessment and instruction
Students are required to evaluate an individual child for functioning and eligibility in language arts. Lesson plans are developed for remediation of the individual’s language arts skills, and plans are assessed during and after instruction. Written diagnostic reports and lesson plans are required. Field supervision by course instructor for all levels including graduate. This experience may require working with students under professor supervision outside of classroom time.

SED 445 – Regular education initiative/ Collaboration/ Consultation
Students are required to observe in a co-teaching situation and reflect on the collaboration strategies which have been taught. Students practice these strategies in small group settings. A written field report is required.

SED 449 – From theory to practice: A school-based experience in special education
This course is designed to allow students to integrate and apply all previous learning and prepares students for student teaching. Students spend three hours per week in a local public school. They evaluate individual students, develop short and long term objectives, develop and deliver lesson plans, and assess their own instruction. They are under the continual supervision of the course instructors. Students submit a portfolio of their work.

**Mastery experience: Student teaching**

EDU 300 – Eight weeks of student teaching working with a population of children with special needs

EDU 400 - Eight weeks of student teaching working with a different population of children with special needs SED 452 – This seminar, conducted during the student teaching semester, allows students to share and reflect on their student teaching experience, to hear about the experiences of other students, to receive feedback from a faculty member and from other student teachers, and to develop a professional portfolio of their work during student teaching.
APPENDIX B
Education Coordinators

Art (UG/GR) Mr. Arthur Guagliumi EA 215 D

CSP (School Psychology) Dr. Kari Sassu DA 115 A
(School Counseling) Dr. Margaret Generali DA 126 C

SED Collaborative Program (GR) Dr. Patricia Major DA 216 B
(UG) Judith Terpstra DA 210 A
(UG) Dr. Helen Marx DA 115 G

Early Childhood Education (UG) Dr. Beena Achhipal DA 115 D

Elementary Education (GR) Dr. Christine Villani DA 116 A
(UG) Dr. Helen Marx DA 115 G

English (UG) Dr. Melissa Talhelm EN D 272
(GR) Dr. Andrew Smyth EN D 278

Foreign Language (UG/GR) Dr. Ilka Kostka EN D172 A
(TESOL) Dr. Lorrie Verplaatse EN D 168

History (UG) Dr. Marie McDaniel EN C 211 D
(UG) Dr. Troy Rondinone EN C 211 B
(GR) Dr. Christine Petto EN C 209 B

Library Science Interim Ms. Mary Brown BU 408 T

Mathematics (UG/GR) Dr. Richard DeCesare EN D 129

Physical Education (Chair/Coordinator) Dr. Dan Swartz PE 002 C

Reading Dr. Nancy Boyles DA 209 E

School Health Dr. Susan Calahan OB1 105 A

Science (UG/GR) Dr. Scott Graves JE 333
| **Special Education**       | (UG)         | Dr. Judy Terpstra     | DA 210 A |
|                            | (GR)         | Dr. Angela Lopez-Velasquez | DA 210 G |
| **Student Teaching**       | (Coordinator and Secondary) | Dr. Angela Todaro | DA 110 |
|                            | Special Education | Mr. Ed Roman | DA 112 |
|                            | Elementary Education | Mr. Pat DeCrosta | DA 112 |
APPENDIX C
**Applicant must complete ALL of Page 1 of the ED170A in blue ink and Name and SSN must be completed, along with questions 1c and 1d on Page 2.**
**If not completed, application WILL BE RETURNED to Applicant as incomplete**

SCSU SOE

INITIAL CERTIFICATION CHECKLIST

UNDERGRADUATE

NAME ___________________________ STUDENT ID# ___________ SSN# ___________

DATE OF BIRTH ________________

UNDERGRADUATE ACADEMIC MAJOR __________________________

SCSU ACADEMIC ADVISER __________________________

CERTIFICATION(S) YOU ARE SEEKING __________________________

DAYTIME CONTACT PHONE NUMBER __________________________

Have you completed all academic coursework except your student teaching semester? ___Yes ___No

- If NO, what was your last term of attendance at SCSU? _____

Have you applied for graduation? ___Yes ___No

Have you achieved qualifying scores on all Praxis II exams? ___Yes ___No

If you are seeking ECH or ELEM, have you achieved qualifying scores on the FOR exam? ___Yes ___No

Are your exam(s) scores posted in your Banner record? ___Yes ___No

Do you anticipate applying for Certification in another state(s)? ___Yes ___No

Which state(s)? __________________________

I hereby authorize Southern Connecticut State University to release the scores I obtained on the Praxis tests administered and scored by Educational Testing Services, or the Foundations of Reading test administered and scored by Evaluation Systems, Pearson. The disclosure of this information to the CT-DOE is authorized solely for the purpose of utilizing said records in connection with my application for certification as a teacher in the state of Connecticut.

Signed __________________________________________________________________________

Date ________________

For Office Use Only

Date received: ________ Initial ________ Date entered: ________ Initial ________

Processing Comments

______________________________________________________________________________

□ Planned Program Requested______ □ Certification Audit Requested______
□ Planned Program Received______ □ Certification Audit Received______
□ Recorded in Sprod______ □ Recorded in SHATCMT______
□ Completed and mailed______

C/OPP/ INITIAL CERTIFICATION CHECK LIST FORM-UG10.22.12
**Applicant must complete ALL of Page 1 of the ED170A in blue ink, **
Name and SSN must be completed, along with questions 1c, 1d (or 1e if completed DSAP) on Page 2**
**If not completed, application WILL BE RETURNED to Applicant as incomplete**

SCSU SOE

INITIAL CERTIFICATION CHECKLIST

GRADUATE

NAME ___________________________ STUDENT ID# ______________ SSN# __________________

DATE OF BIRTH __________________

UNDERGRADUATE ACADEMIC MAJOR_________________________________

Did you complete your undergraduate degree at an institution other than SCSU? __Yes __No

NAME OF INSTITUTION _____________________________________________

SCSU ACADEMIC ADVISER __________________________________________

CERTIFICATION(S) YOU ARE SEEKING_________________________________

DAYTIME CONTACT PHONE NUMBER___________________________________

I have completed all academic coursework & am currently completing my student teaching semester. __Yes __No

I have completed all academic coursework including student teaching and my last term of program coursework was__________

Have you achieved qualifying scores on all required Praxis II exams? __Yes __No

If you are seeking ECH or ELEM, have you achieved qualifying scores on the FOR exam? __Yes __No __NA

Are your exam(s) scores posted in your Banner record? __Yes __No

Are you completing a DSAP plan? __Yes __No __NA

If you are completing a DSAP plan have you attached a completed ED126 Form? __Yes __No __NA

Do you anticipate applying for Certification in another state(s)? __Yes __No

Which state(s)? ___________________ ___________________ ___________________

I hereby authorize Southern Connecticut State University to release the scores I obtained on the Praxis tests administered and scored by Educational Testing Services, or the Foundations of Reading test administered and scored by Evaluation Systems, Pearson. The disclosure of this information to the CT-DOE is authorized solely for the purpose of utilizing said records in connection with my application for certification as a teacher in the state of Connecticut.

Signed ___________________________ Date ______________

For Office Use Only
Date received: __________ Initial __________ Date entered: __________ Initial __________

Processing Comments:

☐ Planned Program Requested____
☐ Planned Program Received____
☐ Certification Audit Requested____
☐ Certification Audit Received____
☐ Recorded in SHATCMT____
☐ Completed and mailed____
**Applicant must complete ALL of Page 1 of the ED170A in blue ink and Name and SSN must be completed, along with questions 1c and 1d on Page 2.**
**If not completed, application WILL BE RETURNED to Applicant as incomplete**

SCSU SOE

ADVANCED CERTIFICATION CHECKLIST

NAME _____________________________ STUDENT ID# ___________________ SSN# _______________________

DATE OF BIRTH ___________________

SCSU ACADEMIC ADVISER ________________________________

CERTIFICATION(S) YOU ARE SEEKING ________________________________

Does your program require the confirmation of a degree for program completion? ___Yes ___No

If yes, have you applied for graduation? ___Yes ___No ___NA

DAYTIME CONTACT PHONE NUMBER ________________________________

I have completed all academic coursework and am currently completing my Internship/Practicum ___Yes ___No

I have completed all academic coursework including the Internship/Practicum and my last term of program coursework was:

- Semester _______ Year _______

Have you achieved qualifying scores on all Required Certification exams? ___Yes ___No ___NA

Are your exam(s) scores posted in your Banner record? ___Yes ___No ___NA

IF REQUIRED, Have you completed AND ATTACHED the ED 126 Statement(s) of Professional Experience Form? ___Yes ___No

IF REQUIRED, Have you ATTACHED verification of holding the appropriate/required state certification? ___Yes ___No

I hereby authorize Southern Connecticut State University to release the scores I obtained on the Praxis tests administered and scored by Educational Testing Services, the Foundations of Reading test administered and scored by Evaluation Systems, or the Connecticut Administrators Test administered and scored by Eastconn. The disclosure of this information to the CT-DOE is authorized solely for the purpose of utilizing said records in connection with my application for certification as a teacher in the state of Connecticut.

Signed ______________________________ Date ___________________

For Office Use Only

Date received: __________ Initial ________ Date entered: __________ Initial ________

Processing Comments:

__________________________________________________________________________________________

□ Planned Program Requested______  □ Certification Audit Requested______
□ Planned Program Received______  □ Certification Audit Received______
□ Recorded in Sprod______  □ Recorded in SHATCMT______
□ Completed and mailed______
SCSU SOE

DSAP CERTIFICATION CHECKLIST

NAME ___________________________ STUDENT ID# _____________________ SSN# _____________________

DATE OF BIRTH ___________________ DAYTIME CONTACT PHONE NUMBER ______________________________

What subject area certification are you applying for? _________________________________________________________________

Are you completing requirements for Initial Certification? _____ Or Cross Endorsement? _____ (Check one)

If for Cross Endorsement, what CT Certification do you hold? __________________________________________________

Are you applying for an initial DSAP, ____ A First Renewal of a DSAP, ____ A Second Renewal of a DSAP ____ (Check one)

Did you complete your undergraduate degree at an institution other than SCSU? __ Yes __ No

NAME OF INSTITUTION ____________________________________________________________

What is your undergraduate academic major? ____________________________________________

Have you been admitted into the SCSU SOE certification program for the DSAP you are seeking? __Yes __ No

If yes, what date where you admitted? _______________________________________________

Who is your SCSU ACADEMIC ADVISER? ______________________________________________

If you are applying for an initial DSAP, have you attached a copy of your planned program? __Yes __ No

How many semester hours of your planned program have you completed? ______________

Have you achieved qualifying scores on all Required Certification exams? __Yes __ No

Are your exam(s) scores posted in your Banner record? __Yes __ No

EMPLOYING LOCAL EDUCATION AGENCY ______________________________________________

If you are applying for a renewal, have you completed nine hours of coursework since the issuance of last DSAP? __Yes __ No

I hereby authorize Southern Connecticut State University to release the scores I obtained on the Praxis tests administered and scored by Educational Testing Services, the Foundations of Reading test administered and scored by Evaluation Systems,. The disclosure of this information to the CT-DOE is authorized solely for the purpose of utilizing said records in connection with my application for certification as a teacher in the state of Connecticut.

Signed ___________________________ Date _______________

For Office Use Only

Date received: ___________ Initial ________ Date entered: ___________ Initial ________

Processing Comments:

______________________________________________

C/OPP/ DSAP CERTIFICATION CHECK LIST FORM-GRAD4.5.13
**Content-based Instruction Unit for ELs:** You will develop a content-based two-lesson unit of instruction for ELs who are either in a content-based ESL class, a sheltered content class or a mainstream, traditional content classroom. This unit should be derived from an existing instruction unit designed for the traditional, mainstream classroom. If you are a content teacher, select an existing unit of instruction you currently use. If you are an ESL teacher or teacher in training, select existing materials written for the traditional, mainstream classroom. You will then modify these materials and create lesson plans that will incorporate instructional strategies that allow ELs to engage with the class and with the course content. You should plan on having ELs of varying levels of English competency in your class: beginners and intermediates, so all of your modifications will be differentiated for 2 levels of language proficiency. Your unit of instruction should consist of 2 lesson plans and an assessment component. See required components below.

**REQUIRED COMPONENTS IN YOUR LESSONS:**

*When making modifications to each lesson, think of ELLs in one level of proficiency for lesson one (e.g., beginner) and of ELLs in another level of proficiency for lesson 2 (i.e., intermediate). The modifications you make in each lesson should respond to each level of proficiency.*

**Warm-Up (Contextualization)**

Create a warm-up activity for each lesson. Put everyone on the same page by introducing the unit/lesson in an accessible manner.

- Create the actual handouts (if your warm-up requires handouts).
- The activity should connect to students’ past experiences and optimally, to their cultural and linguistic backgrounds. It should also make links to future learning (in the lesson/unit), makes connections to students’ future lives – make the content relevant, let everyone know what they are supposed to be learning (objectives), preview any vocabulary, idioms, and grammar (keep your language objectives in mind).

**Reading Activity**

Choose a “reading” that mainstream, English speaking students will use. Refer to lesson 4 for various ways of how to make text comprehensible for ELLs (e.g., highlighting, paraphrasing in margins, rewriting, cut and paste, etc.) Include a copy of the modified version of the text you chose.

**Vocabulary Activity**

Each of your lessons should include the vocabulary you will focus on for the specific lesson or unit. Figure out the main terms and key vocabulary items that you want the students to know and be able to use by the end of the unit. Include activities that present the vocabulary to the students and make sure that lesson activities you design give students an opportunity to practice/gain a deeper understanding of the vocabulary of the lesson.

**Interactive Activity (Speaking/Listening Guide, group work)**

Include one or more interactive activities throughout your lesson. Make sure that the interactive activity is structured so that students have a need to actually speak to and listen to each other. Include the materials needed for the activity.
**Questioning Strategies**
Include in your lessons how you would ask questions of your ELs at various levels of language proficiency, without distilling or diluting the content. You will need to articulate which questions you would ask of beginners and which questions you would ask of intermediate ELs, while including the question as you would ask it of your native speaking students. In Lesson 1, you will modify for one level of proficiency. In lesson 2, you will make modifications for another level of proficiency. Remember to maintain the purpose of the question as you modify the way to ask to make it more accessible for students.

**Modeling Language**
Include various ways to model language in order to provide ELs with the language they need to answer questions or participate in discussions (or for subsequent writing assignments). Think of the content-based lessons in a foreign language that you experienced throughout the course and how helpful it was to have the language modeled for you in the form or a graphic organizer, or a fill-in-the-blanks format. Lesson 5 provides examples of how to model language. You are expected to model language in both lessons.

**Cool-Down-Assessment**
Create a cool-down/assessment for each lesson. Your cool-down should ensure everyone knows what was supposed to be learned (refer back to your content and language objectives), include a review of the material, and allow students to think and make connections to other content, their futures, etc.
<table>
<thead>
<tr>
<th>Els= English Learners</th>
<th>Lesson 1</th>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unacceptable (1)</strong></td>
<td><strong>Acceptable (2)</strong></td>
</tr>
<tr>
<td><strong>Content Objectives</strong></td>
<td>Content objectives do not show the content that Els are expected to learn in each lesson.</td>
<td>Most content objectives show the content that Els are expected to learn in each lesson.</td>
<td>All content objectives clearly show the content that Els are expected to learn in each lesson.</td>
</tr>
<tr>
<td></td>
<td>Content objectives do not show how Els will demonstrate this knowledge.</td>
<td>Most content objectives show how Els will demonstrate this knowledge.</td>
<td>All content objectives clearly show how Els will demonstrate this knowledge.</td>
</tr>
<tr>
<td><strong>Language Objectives</strong></td>
<td>Language objectives do not show the academic language that Els are expected to learn in each lesson.</td>
<td>Most language objectives show the academic language that Els are expected to learn in each lesson.</td>
<td>All language objectives clearly show the academic language that Els are expected to learn in each lesson.</td>
</tr>
<tr>
<td></td>
<td>Language objectives do not show how Els will demonstrate this knowledge.</td>
<td>Most language objectives show how Els will demonstrate this knowledge.</td>
<td>All language objectives clearly show how Els will demonstrate this knowledge.</td>
</tr>
<tr>
<td>Contextualization of Lesson 1</td>
<td>Candidate does not include a warm-up activity or the warm up activity does not connect the point of the lesson to the Els' background knowledge.</td>
<td>Candidate includes a warm-up activity that somewhat connects the point of the lesson to the Els' background knowledge.</td>
<td>Candidate includes a warm-up activity that strongly connects the point of the lesson to the Els' background knowledge.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Candidate rarely or never modifies the warm-up activity to make it accessible to Els.</td>
<td>Candidate almost always modifies the warm-up activity to make it accessible to Els.</td>
<td>Candidate always modifies the warm-up activity to make it accessible to Els.</td>
</tr>
<tr>
<td>Reading Modification</td>
<td>Candidate does not make modifications of any kind to the written passage.</td>
<td>Candidate makes only one type of modification to the written passage.</td>
<td>Candidate modifies the written passage in two ways.</td>
</tr>
<tr>
<td>Vocabulary Instruction</td>
<td>Candidate leaves out many key vocabulary words or does not include a list of relevant key terms and vocabulary in the lesson.</td>
<td>Candidate includes a list of most key terms and vocabulary words for the lesson.</td>
<td>Candidate includes a list of all the key terms and the vocabulary words for the lesson.</td>
</tr>
<tr>
<td></td>
<td>Candidate does not include activities for Els to interact with/learn the new vocabulary.</td>
<td>Candidate includes activities for Els to interact with/learn the new vocabulary, but the activities could be more relevant or appealing.</td>
<td>Candidate includes activities for Els to interact with/learn the new vocabulary, and the activities are relevant and interesting.</td>
</tr>
<tr>
<td>Interactive Activity</td>
<td>Candidate does not include a grouping strategy for Els to work with peers, or the interactive activity does not show a plan for communication, interdependence, and individual accountability.</td>
<td>Candidate includes a grouping strategy for Els to work with peers that almost always shows a plan for communication, interdependence, and individual accountability.</td>
<td>Candidate includes an articulate grouping strategy for Els to work with peers. The activity clearly shows a plan for communication, interdependence and individual accountability.</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Questioning Strategies</td>
<td>Candidate does not show awareness of Els' language proficiency level and does not adapt the questions and requests to the students.</td>
<td>Candidate almost always demonstrates awareness of Els' language proficiency level by often adapting questions and requests to the proficiency level of students.</td>
<td>Candidate always demonstrates being highly aware of Els' language proficiency level by always adapting questions and requests to the proficiency level of the students.</td>
</tr>
<tr>
<td>Modeling Language</td>
<td>Candidate does not include any way of modeling language in the materials.</td>
<td>Candidate includes one way of modeling language in materials.</td>
<td>Candidate includes two ways of modeling language in materials.</td>
</tr>
<tr>
<td>Assessment of Lesson 1</td>
<td>Candidate does not include an assessment activity to get information on whether students met lesson content and language objectives.</td>
<td>Candidate includes an assessment activity that yields information on almost all content and language objectives.</td>
<td>Candidate includes an assessment activity that yields information on all content and language objectives.</td>
</tr>
<tr>
<td>Overall Articulation and Design Appropriateness of Lesson 1 for Els.</td>
<td>The lesson appears inarticulated in its objectives and activities and does not seem appropriately designed for Els.</td>
<td>The lesson appears almost always articulated in its objectives and activities and seems almost always appropriately designed for Els.</td>
<td>The lesson is very articulated in its objectives and activities and seems very appropriately designed for Els.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Evidence of Appropriate Environment for Els in Classroom.</td>
<td>Throughout the lesson, there is no evidence of candidate providing a safe environment for Els to share their background and experiences with teacher and peers.</td>
<td>Throughout the lesson, candidate often constructs a safe environment for Els to share their background and experiences with teacher and peers.</td>
<td>Throughout the lesson, candidate always constructs a safe environment for Els to share their background and experiences with teacher and peers.</td>
</tr>
</tbody>
</table>
School Context Worksheet

The aim of this assignment is for you to learn more about the school context in which your students learn and develop. An understanding of who the students are in your classroom as well as such issues as technology in the classroom and diversity will provide you with a framework to understand and interpret your observations.

You will need to download your school’s Strategic School Profile from the State Department of Education’s website (www.sde.ct.edu). On the home page, there is a “quicklink” to the Connecticut Education Data & Research (CEDaR) on the right-hand side of the screen. Click on “Research and Reports” and then click on “Strategic School Profiles” on the left-hand side of the screen. If you cannot find your school, then use district data.

Your First Name: 

Your Last Name: 

Your ID Number [8 Digits]: 

In which course are you completing this worksheet? 

Name and district of the school in which you completed your field experience: 

Is the school located in an urban, suburban, or rural area? 

☐ urban ☐ suburban ☐ rural

The school level is: 

☐ Pre-K ☐ K ☐ elementary ☐ middle ☐ high ☐ other

*If other, please specify: 

This is my ______ field experience at SCSU: 

☐ 1st ☐ 2nd ☐ 3rd ☐ 4th or greater

Mentor Teacher

SCSU would like to recognize your mentor teacher’s willingness to welcome you into his/her classroom. Please take care to make sure that the teacher’s name is spelled correctly.

First Name: 

Last Name: 

Email Address: 

☐ (2013_spr)
Classroom Student Information

If you observed more than one classroom, please provide the following information for the classroom in which you spent the most time.

Please enter the number of students in your class:

Students who are not fluent in English (English Language Learners)

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3-10
- [ ] 11-20
- [ ] More than 20

Students with Active Individualized Education Plans (IEPs)

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3-10
- [ ] 11-20
- [ ] More than 20

Students with 504 Status

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3-10
- [ ] 11-20
- [ ] More than 20

Students Identified as Gifted and/or Talented

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3-10
- [ ] More than 10

Computers

Based on your observations, how many computers are there in the classroom?

Total # of computers in your classroom:

- [ ] 0
- [ ] 1
- [ ] 2
- [ ] 3-10
- [ ] More than 10

For the teacher(s’) use only:

- [ ] 0
- [ ] 1
- [ ] More than 1

For the students’ use:

- [ ] 0
- [ ] 1
- [ ] 2-5
- [ ] 6-10
- [ ] More than 10

Technology Use in the Classroom

In the table below, provide information on the use of technology in your classroom. The left-hand column contains the different purposes for which technology is often used in classrooms. Next to each purpose, please check whether:

- you observed the technology used for that purpose
- heard from your mentor teacher that technology is indeed being used for that purpose
- you were already familiar with the use of technology for this purpose prior to your field experience
- you actually used technology during your field experience for the different purposes.

Check all that apply:

- [ ] Enhance Instruction
- [ ] Enhance Learning
- [ ] Differentiate Learning
- [ ] Motivate Students
- [ ] Assist Students with Special Needs
- [ ] Collect, Manage, and Analyze Data

Because I was already familiar with the use of technology for this purpose, I didn’t need this field experience to show me that technology is used to:

During my field experience, I actually used technology to:

In addition to computers, what other technologies are available in the classroom (for example, SMART Boards)

For the following question, please refer to your school's Strategic School Profile. If you cannot find your school's profile, then please visit the State Department of Education's website (www.sde.ct.gov). On the home page, there is a "quicklink" to Connecticut Education Data & Research (CEDaR) on the right-hand side of the screen. Look up your school's data under "District and School Snapshots."

Describe here at least one new fact that you learned from your school's most recent Strategic School Profile or school snapshot:

My Field Experience

During my field experience, I worked with: [please check all that apply]

- no students, just observed
- one student at a time
- occasionally assisted a student, but mostly observed
- small group(s) of students
- the whole class

During my field experience, I . . . [please check all that apply]

- observed
- planned
- taught at least one lesson

During my field experience, I participated in these activities: [please check all that apply]

- remedial
- enrichment
- both
- none

During my field experience, I was shown how to assess student learning and modify lessons based upon the results:

- not at all
- somewhat
- a great deal
Please indicate your level of agreement with the following statements.  
*SD = Strongly Disagree  D = Disagree  N = Neutral  A = Agree  SA = Strongly Agree*

If a statement is not applicable to your clinical field experience, please check NA.

My field experience is contributing to my ability to competently teach students who are not typical (e.g., those who qualify for special services).  

My field experience is contributing to my ability to make sure that male and female students equally benefit from my teaching.  

My field experience is contributing to my ability to competently teach students from low socioeconomic backgrounds.  

My field experience is contributing to my ability to competently teach students from diverse ethnic backgrounds.

My field experience helped me to understand children's cognitive development.  

My field experience helped me to understand children's social-emotional development.  

My field experience helped me to understand children's physical development.  

I made changes in my lesson(s) to accommodate students' different learning styles.  

During at least one lesson, I modified my instruction based on an assessment of the student's learning.  

I created a portfolio or journal of materials that represent my field experience.  

I participated in at least one departmental or school faculty meeting.  

During the field experience, I had the opportunity to...  

observe my mentor teacher use various techniques for giving instructions to students.  

observe my mentor teacher use various techniques for disciplining students.  

observe my mentor teacher use various techniques for organizing classroom life.  

observe my mentor teacher use various time management strategies.  

observe my mentor teacher planning lessons.  

observe my mentor teacher differentiate instruction.  

try various techniques for disciplining students.  

try various instructional techniques.  

try various time management techniques.  

try planning lessons.  

experience life in the classroom as I learned about it in my course.  

discuss my field experience with my mentor teacher.  

discuss my field experience with my SCSU professor.  

work with students whose ethnic backgrounds are different than my own.  

As a result of my field experience:  

In the future, I recommend that students continue to be placed with this mentor teacher.
Clinical Field Experience Evaluation (CFEE)*

To be completed by faculty member based on such sources as mentor teacher feedback, student reflection journals, classroom discussions, assignments, reports from students, etc.

Notes: Overall objective is that the candidates will be able to observe, recognize, and discuss elements of the 6 CCCT domains while participating in their clinical field experiences. Candidates should be able to observe (and discuss their observations of) the mentor teachers demonstrating these skills and/or their own Clinical Field Experience implementing these skills and theories.

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<tbody>
<tr>
<td><strong>Content and Essential Skills</strong></td>
<td><strong>NBJ</strong></td>
<td>Candidate does not engage in reflection or discuss issues that arose during their CFE related to teaching and learning - even when prompted.</td>
<td>Candidate reflects and discusses issues that arose during their CFE related to teaching and learning when prompted.</td>
<td>Candidate initiates opportunities to reflect on and discuss issues that arose during their CFE related to teaching and learning.</td>
</tr>
<tr>
<td><strong>Promoting Learning and Developmental Outcomes</strong></td>
<td>NBJ</td>
<td>Candidate rarely or never applies research-based practices and other essential skills to convey content matter when working with individual students, small groups, or the whole class.</td>
<td>Candidate often applies research-based practices and other essential skills to convey content matter when working with individual students, small groups, or the whole class.</td>
<td>Candidate always applies research-based practices and other essential skills to convey content matter when working with individual students, small groups, or the whole class.</td>
</tr>
<tr>
<td><strong>School, Family and Community Context</strong></td>
<td>NBJ</td>
<td>Lesson plans, work with students, and/or reflections indicate that the candidate has not learned about and/or has not attempted to utilize knowledge of the school, family, and community contexts and the prior experiences of students.</td>
<td>Lesson plans, work with students, and/or reflections indicate that the candidate has learned about and attempts to utilize knowledge of the school, family, and community contexts and the prior experiences of students.</td>
<td>Lesson plans, instruction, and/or reflections indicate that the candidate effectively utilizes knowledge of the school, family, and community contexts and the prior experiences of students.</td>
</tr>
</tbody>
</table>

* Based on Connecticut State Department of Education 2010 Common Core of Teaching: Foundational skills
**Clinical Field Experience Evaluation (CFEE)**
*To be completed by faculty member based on such sources as mentor teacher feedback, student reflection journals, classroom discussions, assignments, reports from students, etc.*

| Commitment to Learning of all students | Candidate’s lesson plans, instruction, and/or reflections **rarely or never** demonstrate a commitment to the learning of the broad range of diverse students within the classroom (e.g., demonstrates caring, fairness, and differentiated instruction regardless of ethnic background, social-economic status, or disability) | Candidate’s lesson plans, instruction, and/or reflections **usually** demonstrate a commitment to the learning of the broad range of diverse students within the classroom (e.g., demonstrates caring, fairness, and differentiated instruction regardless of ethnic background, social-economic status, or disability) | Candidate’s lesson plans, instruction, and/or reflections **consistently** demonstrate a commitment to the learning of the broad range of diverse students within the classroom (e.g., demonstrates caring, fairness, and differentiated instruction regardless of ethnic background, social-economic status, or disability) |

| Classroom Environment | Candidate can neither identify nor clearly articulate an understanding of the necessary elements that create a welcoming, responsive classroom environment that is respectful of diverse backgrounds, interests and performance levels. | Candidate can identify the necessary elements that create a welcoming, responsive classroom environment that is respectful of diverse backgrounds, interests and performance levels. | Candidate clearly articulates an understanding of the necessary elements that create a welcoming, responsive classroom environment that is respectful of diverse backgrounds, interests and performance levels. |

| Student Engagement | Candidate’s lesson plans, instruction and/or reflections **neither demonstrate an understanding of nor the application of** the essential elements for promoting student engagement. | Candidate’s lesson plans, instruction and/or reflections **demonstrate an understanding of** the essential elements for promoting student engagement. | Candidate’s lesson plans, instruction and/or reflections **demonstrate the application of** the essential elements for promoting student engagement. |

* Based on Connecticut State Department of Education 2010 Common Core of Teaching: Foundational skills
Clinical Field Experience Evaluation (CFEE)*
To be completed by faculty member based on such sources as mentor teacher feedback, student reflection journals, classroom discussions, assignments, reports from students, etc.

| Active Learning | Candidate’s lesson plans, instruction and/or reflections do not demonstrate an understanding of the general or specific components of active learning. | Candidate’s lesson plans, instruction and/or reflections demonstrate an understanding of the general components of active learning (e.g., references broad categories, but lacks specific examples). | Candidate’s lesson plans, instruction and/or reflections demonstrate an understanding of the specific components of active learning (e.g., provides specific examples of strategic questioning, classroom management strategies, lesson plan components, teaching strategies, differentiation of instruction, and interventions used with individual students). |
| Assessment for Learning | Candidate’s lesson plans, instruction, and/or reflections do not demonstrate appropriate understanding or application of formal and informal assessments, and formative and summative assessment. | Candidate’s lesson plans, instruction, and/or reflections demonstrate appropriate understanding of formal and informal assessments, and formative and summative assessment. | Candidate’s lesson plans, instruction, and/or reflections demonstrate appropriate application of formal and informal assessments, and formative and summative assessment. |
| Professional Responsibilities | Candidate does not act in accordance with Connecticut’s Code of Professional Responsibility for Educators and the professional standards of his/her field. | Item should be scored as unacceptable or exemplary only. | Candidate acts in accordance with Connecticut’s Code of Professional Responsibility for Educators. |

* Based on Connecticut State Department of Education 2010 Common Core of Teaching: Foundational skills
Southern Connecticut State University  
Professional Dispositions Assessment

The Connecticut State Department of Education requires that a candidate for certification “has the qualities of character and personal fitness for teaching” (CTSDE, 2011). The accrediting body for the School of Education at Southern Connecticut State University is the National Council for Accreditation of Teacher Education (NCATE). They define professional dispositions as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE, 2010). These professional dispositions are to be operationalized based on the mission and conceptual framework of the school of education, and must include “fairness and the belief that all students can learn” (NCATE, 2010).

The mission of the School of Education states that:

The School of Education is a professional school whose mission is to develop outstanding educators who are grounded in scholarship, possess attitudes and dispositions that reflect a devotion to teaching and learning, have the personal and professional integrity to value themselves and others, who have the leadership skills to promote continuous improvement of the educational systems in which they work, and demonstrate commitment and responsibility to the communities in which they live. (SOE, n.d.)

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School of Education believes that professional dispositions can also be observed in a classroom setting before fieldwork begins. The following measure of dispositions is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The School of Education is committed to the growth of candidates as well as the impact they will have beyond the classroom through “a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so” (SOE, n.d.).

Please select the setting you are evaluating:  ___ Field          ___ Classroom       ___ Both

Score range:  3 = exemplary  
2 = acceptable (default choice)  
1 = unacceptable  
n = no basis for judgment
<table>
<thead>
<tr>
<th>1. <strong>Embraces strengths and needs.</strong></th>
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<th>2</th>
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<tr>
<td>Candidate acknowledges learners have differing strengths and needs that serve as a basis for growth. The candidate indentifies and uses those strengths and needs to plan and deliver effective instruction. (InTASC 1h, 1i, 7n, 8s)</td>
<td><strong>In Class Exemplars:</strong>&lt;br&gt;- Makes only positive comments about classmates and faculty members.&lt;br&gt;- Actively listens when classmates contribute in class.&lt;br&gt;- Willing to work/collaborate with any classmate&lt;br&gt;- Can articulate the strengths and needs of the students.&lt;br&gt;- Plans demonstrate a clear connection with identified strengths and needs</td>
<td><strong>In the Field Exemplars:</strong>&lt;br&gt;- Makes only positive comments about classmates and faculty members.&lt;br&gt;- Actively listens when classmates contribute in class.&lt;br&gt;- Willing to work/collaborate with any classmate&lt;br&gt;- Can articulate the strengths and needs of the students.&lt;br&gt;- Plans demonstrate a clear connection with identified strengths and needs</td>
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<tr>
<th>2. <strong>Engages in reflective practice (praxis).</strong></th>
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<tr>
<td>Candidate takes responsibility for each learner's mastery of disciplinary content and skills and uses ongoing analysis and reflection to improve planning and practice. (InTASC 2l, 9l, 1j, 4r)</td>
<td><strong>In Class Exemplars:</strong>&lt;br&gt;- Accepts constructive criticism and input from faculty.&lt;br&gt;- Incorporates suggestions for improvement into assignments and/or class performance.&lt;br&gt;- Is respectful when classmates ask questions seeking clarification of course content.&lt;br&gt;- Responsive to classmates' request for assistance.&lt;br&gt;- Accepts constructive criticism and input from supervisors and cooperating teachers.&lt;br&gt;- Incorporates suggestions for improvement into future practice.&lt;br&gt;- Uses reflective practices to adjust future instruction.</td>
<td><strong>In the Field Exemplars:</strong>&lt;br&gt;- Accepts constructive criticism and input from faculty.&lt;br&gt;- Incorporates suggestions for improvement into assignments and/or class performance.&lt;br&gt;- Is respectful when classmates ask questions seeking clarification of course content.&lt;br&gt;- Responsive to classmates' request for assistance.&lt;br&gt;- Accepts constructive criticism and input from supervisors and cooperating teachers.&lt;br&gt;- Incorporates suggestions for improvement into future practice.&lt;br&gt;- Uses reflective practices to adjust future instruction.</td>
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<tr>
<th>3. <strong>Engages in learning process.</strong></th>
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<tr>
<td>Candidate creates learning environments that encourage independent and collaborative exploration, discovery, and expression. (InTASC 5s, 3p)</td>
<td><strong>In Class Exemplars:</strong>&lt;br&gt;- Readily participates in class discussions.&lt;br&gt;- Participates in active, hands-on activities.&lt;br&gt;- Participates in group work.&lt;br&gt;- Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings).&lt;br&gt;- Design learning activities that foster the active construction of knowledge.&lt;br&gt;- Plan for both independent and group work.</td>
<td><strong>In the Field Exemplars:</strong>&lt;br&gt;- Readily participates in class discussions.&lt;br&gt;- Participates in active, hands-on activities.&lt;br&gt;- Participates in group work.&lt;br&gt;- Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings).&lt;br&gt;- Design learning activities that foster the active construction of knowledge.&lt;br&gt;- Plan for both independent and group work.</td>
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<tr>
<th>4. <strong>Engages in broad, flexible thinking.</strong></th>
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<tr>
<td>Candidate facilitates learners’ critical analysis of multiple perspectives within and beyond the discipline, and explores using this knowledge as a lens to address global and local issues. (InTASC 4p, 5r, 5q)</td>
<td><strong>In Class Exemplars:</strong>&lt;br&gt;- Seeks source material beyond those assigned.&lt;br&gt;- Listens respectfully to dissenting or differing ideas/opinions.&lt;br&gt;- Engages in respectful discussion of dissenting or differing ideas.&lt;br&gt;- Looks for dissenting or differing views when forming arguments/opinions.&lt;br&gt;- Applies course content to diverse settings.&lt;br&gt;- Relates teaching to real-world issues</td>
<td><strong>In the Field Exemplars:</strong>&lt;br&gt;- Seeks source material beyond those assigned.&lt;br&gt;- Listens respectfully to dissenting or differing ideas/opinions.&lt;br&gt;- Engages in respectful discussion of dissenting or differing ideas.&lt;br&gt;- Looks for dissenting or differing views when forming arguments/opinions.&lt;br&gt;- Applies course content to diverse settings.&lt;br&gt;- Relates teaching to real-world issues</td>
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</table>
### 5. Employs assessment effectively.

| Candidate understands the ethical use of multiple types of effective assessments (e.g. assessments aligns with instruction, accommodations are made when appropriate, and attempts are made to minimize bias) and supports learners’ ability to use assessment feedback as the basis for self-reflection on progress and to improve performance. (InTASC 6q, 6s, 6t, 6v, 6u, 6r, 8p) |

| In Class Exemplars: |
| • Uses assessment feedback as the basis for self-reflection on progress and to improve performance. |
| • Uses performance on multiple types of course assessments to better understand themselves as a learner. |
| • Able to describe ethical and unethical use of assessments. |

| In the Field Exemplars: |
| • Models the iterative process of reflective practice (praxis), sharing insights from one’s own experiences. |

### 6. Plans well; maintains flexibility.

| Candidate takes professional responsibility to use short- and long-term planning as a means of ensuring student learning; understanding plans must always be open to adjustment and revision based on learner needs and changing circumstances. (InTASC 7p, 7q) |

| In Class Exemplars: |
| • Submits work on time. |
| • Schedules personal commitments so as not to conflict with class meetings and assignment completion. |
| • Readily accept necessary changes in course schedules. |
| • Arrives at class on time and remains engaged for duration of course. |
| • Has necessary learning materials available for full class participation. |
| • Has read all required materials and is prepared to contribute in class. |

| In the Field Exemplars: |
| • Collects and uses data from multiple sources. |

### 7. Employs relevant, current technology.

| Candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC 8r) |

| In Class Exemplars: |
| • Utilizes SCSU technological resources as assigned/required (e.g., monitor SCSU email, participate in discussion boards, course web site, TK 20). |
| • Integrates technology meaningfully into class presentations and class work. |
| • Uses technology-based collaboration tools. |
| • Accesses and utilizes the digital holdings of libraries. |
| • Uses technology resources to seek information and problem-solve independently. |

| In the Field Exemplars: |
| • Incorporates available technology into teaching and learning activities. |
| • Stays current with technology. |
| • Differentiates between having technology and using technology to promote and support student learning. |

### 8. Demonstrates reflective, self-directed learning.

| Candidate sees him/herself as a learner continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. He/she is committed to deepening understanding of his/her own frames of reference, this includes: culture, gender, language, abilities, ways of |

| In Class Exemplars: |
| • Incorporates available technology into teaching and learning activities. |

<p>| In the Field Exemplars: |
| • Stays current with technology. |
| • Differentiates between having technology and using technology to promote and support student learning. |</p>
<table>
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<tr>
<th>9. <strong>Adheres to high, ethical standards.</strong></th>
<th>3 2 1 n</th>
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<tbody>
<tr>
<td>Candidate understands the expectations of the profession including codes of ethics, educational and professional standards of practice, and relevant law and policy, and contributes to the advancement of the profession. (InTASC 10s, 9o)</td>
<td></td>
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<tr>
<td><strong>In Class Exemplars:</strong></td>
<td><strong>In the Field Exemplars:</strong></td>
</tr>
<tr>
<td>• Adheres to the policies outlined in student handbook and SCSU undergraduate/graduate catalog.</td>
<td>• Can identify and locate the appropriate professional standards.</td>
</tr>
<tr>
<td>• Makes proactive attempts to understand expectations of course.</td>
<td>• Observed practices conform to the professional standards.</td>
</tr>
<tr>
<td>• Seeks help and direction from the instructor and classmates to be successful in course.</td>
<td>• Makes proactive attempts to understand expectations of field placement.</td>
</tr>
<tr>
<td>• Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time.)</td>
<td>• Seeks help and direction to perform optimally in the field placement.</td>
</tr>
<tr>
<td>• Assignments are professional in appearance using appropriate style guidelines.</td>
<td>• All materials distributed and/or displayed are error free and have a professional appearance.</td>
</tr>
<tr>
<td>• Represents own work and activities accurately.</td>
<td>• Adheres to course deadlines.</td>
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<tr>
<th>10. <strong>Listens to, and considers, all points of view.</strong></th>
<th>3 2 1 n</th>
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</thead>
<tbody>
<tr>
<td>Students, families, colleagues, professional peers and community members communicate in a variety of ways with varied beliefs, norms and expectations. Through thoughtful and responsive listening and observing, the candidate solicits their input and contributions in a collegial manner, respectfully communicating and working collaboratively to successfully plan and meet challenging goals in positive and supportive learning environments. (InTASC 1k, 10q, 8q, 3n, 3q, 3r, 7o)</td>
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<tr>
<td><strong>In Class Exemplars:</strong></td>
<td><strong>In the Field Exemplars:</strong></td>
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<tr>
<td>• Readily works on small group projects/papers.</td>
<td>• Proactively communicates with all stakeholders.</td>
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<tr>
<td>• Actively works to understand opposing views through attentive listening.</td>
<td>• Consistently solicits and uses input and feedback.</td>
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<tr>
<td>• Interacts equally with all students.</td>
<td>• Communications are professional, positive, and maintain the best interests of students.</td>
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<tr>
<th>11. <strong>Embraces diversity.</strong></th>
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<tbody>
<tr>
<td>Learners are individuals with differing personal and family backgrounds, various skills, abilities, perspectives, talents and interests. The candidate embraces this diversity and makes learners feel valued, helping them to learn to value each other and to use these peer relationships to establish an inclusive climate of learning. (InTASC 2m, 2n, 2o, 3o)</td>
<td></td>
</tr>
<tr>
<td><strong>In Class Exemplars:</strong></td>
<td><strong>In the Field Exemplars:</strong></td>
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</table>
| • Addresses all colleagues appropriately. | • Integrates diversity actively, combating the marginalization of groups or
great idea”).
- Uses humor appropriately.
- Expresses understanding, sympathy, empathy, and concern.
- Provides other students with relevant information / resources “I have a great article for you”.
- Demonstrates respect for diverse languages and dialects by not overcorrecting.
- Expresses understanding, sympathy, empathy, and concern.
- Provides other students with relevant information / resources “I have a great article for you”.
- Demonstrates respect for diverse languages and dialects by not overcorrecting.
- Identifies and appreciates the varied contributions of individuals to create an inclusive climate.
- Seeks to integrate diverse languages and dialects into his/her instructional practice to engage students in learning.
- Demonstrates respect for diverse languages and dialects by not overcorrecting.

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<tr>
<th>12.</th>
<th><strong>Seeks professional growth.</strong></th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>The candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support of student learning. (InTASC 10r)</td>
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<tr>
<td><strong>In Class Exemplars:</strong></td>
<td><strong>In the Field Exemplars:</strong></td>
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<tr>
<td>• Accepts request to collaborate with others.</td>
<td>• Reads (and as appropriate shares) professional literature.</td>
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<tr>
<td>• Offers to collaborate with others.</td>
<td>• Belongs to and participates in professional organizations.</td>
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<tr>
<td>• Stays on-topic in classroom discussions (no chatting with friends)</td>
<td>• Attends and/or presents at professional conferences.</td>
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<td>• Draws other students into discussion.</td>
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<tr>
<th>13.</th>
<th><strong>Contributes to school mission.</strong></th>
<th>3</th>
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<tr>
<td>The candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. (InTASC 10p)</td>
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<tr>
<td><strong>In Class Exemplars:</strong></td>
<td><strong>In the Field Exemplars:</strong></td>
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<tr>
<td>• Joins SCSU clubs, sports, and events.</td>
<td>• Seeks necessary resources to support student learning.</td>
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<tr>
<td>• Joins professional organizations and clubs on and off campus.</td>
<td>• Promotes transparency in the sharing of data with all stakeholders.</td>
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<td>• Speaks supportively of SCSU.</td>
<td>• Frames needs as positive and solution driven, with realistic timelines.</td>
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<td>• Constructively criticizes SCSU.</td>
<td>• Explicitly integrates the school/district mission in all facets of work.</td>
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<td>• Constructively represents SCSU to outside organizations and the community.</td>
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# Impact on K-12 Student Learning

*To be completed by faculty of student teaching seminars (or the equivalent) or by university student-teaching supervisors based on a project that the candidate completes during student teaching.*

<table>
<thead>
<tr>
<th>Knowledge of K-12 student characteristics</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Exemplary (3)</th>
<th>No Basis for Judgment NBJ</th>
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</thead>
<tbody>
<tr>
<td>Candidate <strong>does not</strong> view each student as an individual and is unaware of each student’s strengths and areas of need; and/or candidate views each student as an individual and is aware of each student’s strengths and areas of need, but this is <strong>never or rarely</strong> reflected in lesson planning and teaching.</td>
<td>Candidate views each student as an individual and is aware of each student’s strengths and areas of need; however, this is <strong>not always</strong> reflected in lesson planning and teaching.</td>
<td>Candidate views each student as an individual and is aware of each student’s strengths and areas of need; this is <strong>always</strong> reflected in lesson planning and teaching.</td>
<td>Candidate always provides specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on students learning and development.</td>
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<tr>
<td>Candidate <strong>does not provide or seldom provides</strong> specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on students learning and development.</td>
<td>Candidate <strong>usually</strong> provides specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on students learning and development.</td>
<td>Candidate always provides specific implications for planning, instruction, and assessment based on an understanding of the impact of the family, school, neighborhood, and larger community on students learning and development.</td>
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<tr>
<td>Learner outcomes of unit or lesson plan</td>
<td>Learner outcomes are not measurable and/or do not define what candidate expects K-12 students to know and/or to be able to do at the end of the lesson or unit. Learner outcomes are mostly aligned with the appropriate local, state, and/or national standards for the discipline. Learner outcomes are completely aligned with the appropriate local, state, and/or national standards for the discipline.</td>
<td>Learner outcomes are measurable and define what candidate expects K-12 students to know and/or to be able to do at the end of the lesson or unit, but some outcomes could use further definition. Learner outcomes are mostly aligned with the appropriate local, state, and/or national standards for the discipline. Learner outcomes are completely aligned with the appropriate local, state, and/or national standards for the discipline.</td>
<td>Learner outcomes are measurable and define what candidate expects K-12 students to know and/or to be able to do at the end of the lesson or unit. Learner outcomes are clearly defined what candidate expects K-12 students to know and/or to be able to do at the end of the lesson or unit. Learner outcomes are completely aligned with the appropriate local, state, and/or national standards for the discipline.</td>
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<tr>
<td>Instructional planning</td>
<td>Instructional planning does not demonstrate clear organization i.e., is without a logical sequence of learning activities; and/or does not focus on important themes and/or critical information. Instructional planning demonstrates clear organization with logical sequence of learning activities; unit or lesson focuses on important themes but includes too much irrelevant information that may distract from students’ learning critical information. Instructional planning demonstrates clear organization with logical sequence of learning activities; unit or lesson focuses on important themes and/or critical information.</td>
<td>Instructional planning demonstrates clear organization with logical sequence of learning activities; unit or lesson focuses on important themes and/or critical information.</td>
<td>Instructional planning demonstrates clear organization with logical sequence of learning activities; unit or lesson focuses on important themes and/or critical information.</td>
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<tr>
<td>The plan does not include ways to differentiate learning to reflect a variety of student needs or the needs of individual students.</td>
<td>All aspects of the plan (i.e., instructional strategies, materials, activities, and assessment) for differentiated learning reflect a variety of student needs, but could be further nuanced to address each student’s individual needs.</td>
<td>All aspects of the plan (i.e., instructional strategies, materials, activities, and assessment) for differentiated learning are nuanced to reflect a variety of student needs as well as each student’s individual needs.</td>
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<tr>
<td><strong>Test of K-12 students’ prior knowledge (“pre-test”)</strong></td>
<td>The test of students’ prior knowledge is not congruent with the learner outcomes and/or does not yield useful information for instruction.</td>
<td>The test of students’ prior knowledge addresses most of the learner outcomes so as to yield useful information for instruction.</td>
<td>The test of students’ prior knowledge is completely congruent with all the learner outcomes so as to yield useful information for instruction.</td>
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</tr>
<tr>
<td><strong>Teacher decision making skills during instruction</strong></td>
<td>Candidate did not implement appropriate and pedagogically sound modifications during lesson or unit implementation in response to students’ questions, level of understanding of the content, and other critical factors.</td>
<td>Candidate is able to clearly articulate appropriate and pedagogically sound modifications made during lesson or unit implementation in response to students’ questions, level of understanding of the content, and other critical factors, but other modifications may have further enhanced student learning.</td>
<td>Candidate is able to clearly articulate a range of appropriate and pedagogically sound modifications made during lesson or unit implementation in response to students’ questions, level of understanding of the content, and other critical factors.</td>
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<tr>
<td><strong>End of lesson or unit test (“post-test”)</strong></td>
<td>The post-test is not congruent with the learner outcomes and/or does not evaluate student learning.</td>
<td>The post-test is congruent with most of the learner outcomes so as to evaluate student learning.</td>
<td>The post-test is completely congruent with all the learner outcomes so as to evaluate student learning.</td>
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<tr>
<td>Data analyses</td>
<td>The data analysis revealed that students <strong>did not</strong> achieve mastery or made <strong>no or insufficient</strong> progress toward mastery (i.e., at the level defined in a student’s IEP) of the <strong>majority</strong> of learning objectives.</td>
<td>The data analysis revealed that students achieved mastery or made progress toward mastery (i.e., at the level defined in a student’s IEP) of <strong>most</strong> of the learning objectives.</td>
<td>The data analysis revealed that students achieved mastery or made progress toward mastery (i.e., at the level defined in a student’s IEP) of <strong>all</strong> of the learning objectives.</td>
<td></td>
</tr>
<tr>
<td>Interpretation of K-12 student learning</td>
<td>Reflection demonstrates that candidate is <strong>unable</strong> to hypothesize why all students did not meet learner outcomes.</td>
<td>Reflection demonstrates that candidate is able to propose only <strong>one</strong> hypothesis for why all students did not meet learner outcomes.</td>
<td>Reflection demonstrates that candidate is able to propose <strong>multiple</strong> hypotheses for why all students did not meet learner outcomes.</td>
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</tbody>
</table>
# Final Evaluation of Student Teaching Performance

## Southern Connecticut State University

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Cooperating Teacher:</th>
<th>Date:</th>
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<table>
<thead>
<tr>
<th>Student ID #</th>
<th>School:</th>
<th>Grade level(s):</th>
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</table>

**Using the key below, please evaluate the candidate’s performance according to each standard.**

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>No Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate’s performance does not reflect competency in the standard.</td>
<td>The candidate’s performance reflects a satisfactory level of competency in the standard.</td>
<td>The candidate’s performance reflects a high level of competency in the standard.</td>
<td>The candidate’s teaching experiences offered no basis for judgment in the standard (NBJ).</td>
</tr>
</tbody>
</table>

## Content and Essential Skills (CCT 1)

*Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:*

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Demonstrating proficiency in reading, writing, and mathematics skills (CCT 1.1)</td>
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<tr>
<td>Demonstrating discipline-specific knowledge and skills (CCT 1.2)</td>
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<tr>
<td>Using developmentally appropriate verbal, non-verbal and technological communications (CCT 1.3)</td>
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<tr>
<td>Using technological and digital resources to promote learning, collaboration with colleagues and communication with a learning community (CCT 1.4)</td>
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<tr>
<td>Demonstrating understanding of how to use content area skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting (CCT 1.5; Sec. 10-145d-808a2B)</td>
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<tr>
<td>Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations (CCT 1.6)</td>
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</table>

UAB revised 1/2012
Classroom Environment, Student Engagement and Commitment to Learning  
(CCT 2)

Teachers promote student engagement, independence and interdependence in learning by facilitating a learning environment by:

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<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>NBJ</th>
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<tbody>
<tr>
<td>Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels (CCT 2; Sec. 10-145d-808a3A)</td>
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<tr>
<td>Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries (CCT 2.2)</td>
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<tr>
<td>Providing explicit instruction about social skills to develop students’ social competences and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs (CCT 2.3; Sec. 10-145d-808a3B; Sec. 10-145d-808a3D)</td>
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<tr>
<td>Fostering appropriate standards of behavior that support a productive learning environment for all students (CCT 2.4; Sec. 10-145d-808a3C)</td>
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<tr>
<td>Maximizing the amount of time spent on learning by effectively managing routines and transitions (CCT 2.5)</td>
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</table>

Comments:
Planning for Active Learning  
(CCT 3)

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>NBJ</th>
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<tbody>
<tr>
<td>Determining students’ prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs (CCT 3.1)</td>
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<tr>
<td>Developing and organizing coherent and relevant units, lessons and learning tasks that build on students’ prior knowledge, skills and interests and engage students in the work of the discipline (CCT 3.2)</td>
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<tr>
<td>Promoting the development and application of skills with conceptual understanding, and anticipating students’ content misconceptions (CCT 3.3)</td>
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<tr>
<td>Selecting appropriate assessment strategies to monitor ongoing student progress (CCT 3.4)</td>
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<tr>
<td>Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems (CCT 3.5)</td>
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<tr>
<td>Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections wherever possible (CCT 3.6)</td>
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<tr>
<td>Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone (CCT 3.7; Sec. 10-145d-808a2C)</td>
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<tr>
<td>Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning (CCT 3.8)</td>
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<tr>
<td>Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills (CCT 3.9)</td>
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Comments:
### Instruction for Active Learning

(CCT 4)

*Teachers implement instruction in order to engage student in rigorous and relevant learning and to promote their curiosity about the world at large by:*

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
<th>NBJ</th>
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</thead>
<tbody>
<tr>
<td>Using a variety of evidence-based strategies to enable students to apply and construct new learning (CCT 4.1; Sec. 10-145d-808a2A)</td>
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<tr>
<td>Using technological and digital resources strategically to promote learning (CCT 4.2)</td>
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<tr>
<td>Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning (CCT 4.3; Sec. 10-145d-808a1B)</td>
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<tr>
<td>Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students (CCT 4.4; Sec. 10-145d-808a2G)</td>
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<td></td>
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<tr>
<td>Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents (CCT 4.5; Sec. 10-145d-808a1A/a2F)</td>
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<tr>
<td>Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks (CCT 4.6; Sec. 10-145d-808a2D)</td>
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<tr>
<td>Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance (CCT 4.7; Sec. 10-145d-808a2E)</td>
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**Comments:**
| Assessment for Learning  
(CCT 5) |
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<tbody>
<tr>
<td>Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:</td>
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<tr>
<td>Understand the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills (CCT 5.1; Sec. 10-145d-808a4A)</td>
</tr>
<tr>
<td>Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn (CCT 5.2; Sec. 10-145d-808a4B)</td>
</tr>
<tr>
<td>Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time (CCT 5.3)</td>
</tr>
<tr>
<td>Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress (CCT 5.4; Sec. 10-145d-808a4E)</td>
</tr>
<tr>
<td>Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning (CCT 5.5)</td>
</tr>
<tr>
<td>Supporting students’ progress by communicating academic and behavioral performance expectations and results with students, their families and other educators (CCT 5.6; Sec. 10-145d-808a4D)</td>
</tr>
<tr>
<td>Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences (CCT 5.7)</td>
</tr>
<tr>
<td>Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized educational programs for students with disabilities (CCT 5.8; Sec. 10-145d-808a4C)</td>
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</tbody>
</table>

Comments:
| Professional Responsibilities and Teacher Leadership  
| (CCT 6)  |
| Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by: |

<table>
<thead>
<tr>
<th>Unacceptable</th>
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<th>Exemplary</th>
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<tbody>
<tr>
<td>Continually engaging in reflection, self-evaluation and profession development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning (CCT 6.1)</td>
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<tr>
<td>Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students (CCT 6.2; Sec. 10-145d-808a5E)</td>
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<tr>
<td>Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate (CCT 6.3)</td>
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<tr>
<td>Collaborating with colleagues and administrators to examine student leaning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement (CCT 6.4)</td>
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<tr>
<td>Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions (CCT 6.5; Sec. 10-145d-808a5B; Sec. 10-145d-808a5C)</td>
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<tr>
<td>Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child’s learning (CCT 6.6; Sec. 10-145d-808a5D)</td>
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<tr>
<td>Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process (CCT 6.7; Sec. 10-145d-808a5A)</td>
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<tr>
<td>Understanding how one’s race, gender, and affect professional interactions with students, families and colleagues (CCT 6.8; Sec. 10-145d-808a1A)</td>
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<tr>
<td>Using communication technology in a professional and ethical manner (CCT 6.9)</td>
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<tr>
<td>Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects (CCT 6.10)</td>
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<tr>
<td>Conducting themselves as professionals in accordance with Connecticut’s Code of Professional Responsibility for Educators (CCT 6.11)</td>
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Comments:

<table>
<thead>
<tr>
<th>Overall Performance</th>
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<th>Acceptable</th>
<th>Exemplary</th>
<th>NBJ</th>
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<tbody>
<tr>
<td>Overall teaching</td>
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<tr>
<td>Overall planning</td>
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<tr>
<td>Overall effect on student learning</td>
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<tr>
<td>Overall classroom management</td>
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**Summary Comments:**
Days absent: ____________

Cooperating Teacher’s Summative Evaluation:  Pass_______ Fail_______

______________________________ ____________________________
Cooperating Teacher’s Signature   Date

______________________________ ____________________________
Student Teacher’s Signature       Date

______________________________ ____________________________
University Supervisor’s Signature Date

*The student’s and the University Supervisor’s signature indicates that they have read the report. The evaluation must be returned the Monday following the conclusion of the student teaching period. Please return to the following address:

Student Teaching Office
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06512