

SOUTHERN CONNECTICUT STATE UNIVERSITY

SCHOOL OF EDUCATION

**STUDENT TEACHING
HANDBOOK**



Kathleen E. Mauro

Director of Student Teaching

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Professional and Personal Greetings!

I welcome you to the School of Education . We are committed to helping you develop the knowledge; skills, abilities, and attitudes that will help you become outstanding learners and teachers. We have prepared the Student Teaching Handbook to answer typically asked questions and to provide information that will help you avoid misinformation and problems.

Please turn to the next page, the table of contents, as soon as you finish reading this letter. Examine the topics. At this stage of your preparation, you should be familiar with all of the major topics. Review them. What you do not know can hurt you. You are on the first rung of what we want to be a long and rewarding professional career. As a professional, you are expected to know about certification requirements, the BEST Program, and who is responsible for what during your student teaching experience. If information is available and you ignore it, you lose credibility. Basically, credibility is all that a professional (whether teacher, lawyer, engineer, physician, etc.) has. Protect and enhance your credibility.

If you have any questions after reading that Handbook, do not hesitate to call (392-5906) or visit the Student Teaching Office in Davis Hall, Room 103. For specific questions about a department, call the department chairperson or your advisor. Department Chairpersons in the School of Education are:

Counseling/School Psychology, Dr. Norris Haynes, 392-6402 - DA-126

Education, Dr. Joel Meisel, 392-6427 – DA-116

Educational Leadership, Dr. Brian Perkins, 392-5342 - TE-6

Exercise Science, Dr. David Martens, 392-6094 - PE-4

Special Education/Reading, Dr. Pamela Brucker, 392-5938 - DA-212

Finally, we ask for your assistance. If you find that a critical item has been omitted from this Handbook, please let us know. If you see a way that our policies or procedures might be improved, please us know. We must continue to work together to improve this Handbook, and improve our policies and procedures, as well as and to maintain patterns of organizational interaction that foster openness, integrity and commitment to teaching and learning.

Enjoy, work hard, and best wishes for success in student teaching and your future career.

Sincerely,

Kathleen E. Mauro
Director of Student Teaching

STATE CERTIFICATION REQUIREMENTS

The following is a summary of the state certification requirements that will affect you.

- A. Effective 12-31-2001, the Educational Testing Service (ETS) eliminated The Praxis I-Computer Based Test (CBT). The Praxis I-Pre-Professional Skills test (PPST) replaced the Praxis I-CBT. The Praxis I-PPST assesses the same basic skills in mathematics, reading and writing as the Praxis I-CBT, but it differs in that a candidate has an option to take it with pencil and paper or computer -version. A candidate who wishes to take the PPST computer version, must contact the Prometric Learning Center (formerly The Sylvan Learning Center).
1. a combined score of 1000 or more on the SAT with no less than 400 on both the verbal and math subtests (a combined score of 1100 or more with no less than 450 on either the verbal or mathematics for SAT tests taken on or after April 1, 1995).
 - or
 2. a score of 22 or more on the English subtest and 19 or more on the Math subtest on the American College Testing Program Assessment (ACT) if it was taken on or after October 1989 or the equivalent ACT scores of no less than 20 on the English and 17 on the Math from test administrations prior to October, 1989.

The Praxis I-PPST computer version is scheduled by appointment and can be taken one test at a time, or two or all three at the same time. The candidate receives the results of the mathematics and reading tests at the conclusion of the test. The writing test results take from six to eight weeks. The three Prometric testing sites available in Connecticut are: Glastonbury, (860) 659- 0400; Hamden, (203) 287-9677 and Norwalk, (203) 847-0031.

If help is needed with taking the Praxis I, Southern offers it's students help with LearningPlus. This is a computer-based program to help you review and learn skills to be successful in passing the Praxis I test. Praxis Registration Bulletin and Praxis information can be obtained in DA-103. Information about additional requirements (Q.P.R. of at least 2.7, etc) Is available from the Departmental Admissions Committee (DAC).

- B. Prior to obtaining state certification, prospective Connecticut teachers are required to pass a subject matter knowledge examination (Praxis II). See Page 23 for registration dates. The test results must be sent to the State Department of Education (RA 1050) and Southern Connecticut State University (RA 3662).

PLACEMENT OF STUDENT TEACHERS

The student submits an application for student teaching by October 1st to student teach in the Spring and by March 1st to student teach in the Fall to the Student Teaching Office Coordinator. (Form I) on See page 31. Prospective student teachers must be matriculated in a planned program and have satisfactorily completed the State of Connecticut requirements for acceptance into the department in which certification is being requested. All of the above must be completed at least one year prior to student teaching. The Praxis II Examination must be met prior or during student teaching. Professional data sheets (Form II) on See page 32 must also be submitted by October 1st to student teach in the Spring and by March 1st to student teach in the Fall. The student may request to be placed in a particular school. Three choices of areas are selected and submitted to the department coordinator. Many towns prohibits students being placed in a school that they have attended. All placements are made within the State of Connecticut with teachers who have completed the Cooperating Teachers Program. The university coordinators make every effort to place the student in situations which will be beneficial to the student, cooperating teacher and the school system involved.

Once the placement has been confirmed by the Student Teaching Office and the coordinators, the student must contact the person or persons so designated in the letter of information/confirmation sheet e-mail or telephone call. An appointment must be made to meet this person as soon as possible. All placements are tentative until the student has been interviewed by the person indicated. It would be helpful to obtain the following information at the time of the interview:

1. Schedule of classes and activities.
2. School calendar (vacations, assemblies, special events).
3. Required attire in and outside of classes (where appropriate).
4. Provisions for lunch.
5. Duties outside class assumed by cooperating teacher.
6. Available equipment, facilities and general school schedule plant.
7. Procedure for learning of changes in usual school schedule or cancellation of school.

PURPOSE OF STUDENT TEACHING

The student teaching experience provides students with the opportunity to utilize their theoretical and professional knowledge in practical situations under the supervision of a trained cooperating teacher and a university supervisor. Students are involved in both the instructional and administrative aspects of the school program. Upon completion of this experience, students will have been exposed to many phases of the educational process and will have acquired additional skills and knowledge to become effective teachers.

Student Teaching allows students to obtain a comprehensive understanding of the responsibilities of the teacher within the elementary and/or secondary schools. Every effort will be made to ensure each student a successful experience. The degree of satisfaction and success often influences a student's decision to remain in the education profession or to leave it for other endeavors.

The directed student teaching experience has been planned so that the student will have experiences which lead to the following:

- 1. The utilization of effective teaching procedures through observation and practice.**
- 2. The ability to plan, execute and evaluate lessons and teaching units.**
- 3. A better understanding of communicating with students and others through class and extra-curricular activities.**
- 4. An application of teaching theory in a supervised class environment.**
- 5. A better understanding of the total school environment including the cooperative responsibilities of the teacher from the administrative point of view and the cooperating teacher's point of view.**

RESPONSIBILITIES

For the student teacher experience to be most effective, it is essential that the university supervisor, the cooperating teacher and the student teacher have a mutual understanding about this phase of teacher education. Policies and procedures have been established by the university which form the framework within which student teaching operates. These are presented for the guidance of all concerned with off-campus student teaching.

Director of Student Teaching

Through the coordinating efforts of the Director of Student Teaching, the student teacher, cooperating teacher and the university supervisor will become aware of the prevailing practices of the school. The Director of Student teaching is concerned with the placement of the product of the University the student teacher. A complete file of the student teacher's academic, extra-curricular, and personal record is provided to the Student Teaching Office.

In addition, reports made by immediate supervisors and references are included in the file since they provide important information for any prospective employer.

University Supervisor

The principal function of the university supervisor is as a liaison between the university, the coordinating teacher and the student teacher. The cooperating teacher provides the supervisor with an over-view of the student's performance and progress between visits. The supervisor coordinates all areas related to student teaching. The supervisor's main concerns are to:

1. Determine readiness for teaching and help select an appropriate teaching assignment.
2. Consult with the cooperating teacher regarding needs and progress of the student teacher.
3. Give professional advice.
4. Constructively criticize unit plans, daily lessons and student teaching performance.
5. Review and discuss self-evaluation.
6. Assist in the resolution of problems a student teacher may encounter.
7. Be available for immediate consultation regardless of distance.
8. Evaluate progress on the basis of performance.
9. Schedule and conduct seminars that do not interfere with the student teacher's classroom requirement.

The supervisor must observe each student three or more times during the student teaching experience. It is expected that the first visit will occur during the first two weeks of the student teaching period. Another visit must

occur during the middle of the period. The final visit should be made in the last week of the student teaching experience. During this visit the supervisor and cooperating teacher are encouraged to discuss the student teacher's performance and final evaluation. University supervisors are urged to make additional visitations as the specific student teaching experience may require.

The Supervisor's Observation Form (Form III) on See page 34 is completed by the university supervisor during his/her observation of the student teacher's performance. The form itself is meant to serve as a series of notes about perceptions and observations as seen by the supervisor and is to be used as a basis for discussion of the lesson(s) with the cooperating teacher and the student teacher. The form should be signed by supervisor, the cooperating teacher, and the student teacher. A copy should be given to both the cooperating teacher and the student teacher with the original sent to the University Student Teaching Office no later than a week after the visit.

Cooperating Teacher

The cooperating teacher is an experienced teacher who has been selected by the school district and has completed the State of Connecticut BEST core training program. The cooperating teacher through his/her willingness to accept a student teacher assures the University that valuable guidance and direction will be provided to the student.

Student teaching is a learning experience for the student. The cooperating teacher should not expect the student to demonstrate master or superior teaching in the beginning of the student teaching period. As a result of the guidance, suggestions and encouragement given by the cooperating teacher, the student should develop better teaching techniques and acquire a broader knowledge of educational content material and effective classroom management strategies.

The cooperating teacher should encourage the student teacher to become involved in all phases of the school program. Assignment of duties and tasks which represent a teacher's regular workload, including co-curricular activities, should be appropriate and feasible. It is recommended that the student teacher gradually assume all major responsibilities during the student teaching experience, that have been assigned to the cooperating teacher the student teaching experience that have been assigned to the Cooperating teacher.

The following guidelines are suggested to facilitate a desirable climate in which the student teacher may develop, grow and become part of the school program:

Orientation to the School and Personnel

- 1. Provide a tour of the building and facilities, meeting administrative, clerical and custodial personnel.**
- 2. Inform colleagues of the arrival of the student teacher.**
- 3. Provide essential copies of pertinent materials regarding school policies, regulations schedules, handbooks.**
- 4. Introduce the student teacher to the classes at the earliest possible time.**
- 5. Provide the necessary tools and supplies which will be needed in the student teaching experience: desk, records, block plan book, dressing space (where appropriate).**
- 6. Review and discuss self-evaluation.**
- 7. Show concern for the many problems a student teacher may encounter.**
- 8. Be available for immediate consultation.**
- 9. Evaluate progress on the basis of performance.**

The cooperating teacher is responsible for a major portion of the evaluation of the student teacher's progress. A close and continuous channel of communication between cooperating teacher, student teacher, and university supervisor is essential in order that potential problems may be dealt with before they become overwhelming obstacles.

Introduction to Teaching

- 1. Introduce the student teacher gradually to the responsibilities of teaching within the first week. As the student develops confidence and competency, it can be determined when actual teaching should begin.**
- 2. Permit the student to assist at first with class details such as: attendance, announcements, and teaching part of a lesson.**
- 3. Plan jointly a unit plan for the activity for which the student teacher will be responsible.**

4. **Plan jointly for the first few daily lessons.**
5. **Discuss Student Teaching Evaluation performance form within the First week and periodically throughout the student teaching experience. The cooperating teacher should constantly emphasize the teaching competencies as part of this discussion.**

Daily Guidance

1. **Check and correct unit plans.**
2. **Check and correct the daily lesson plans.**
3. **Provide the student teacher with written/or verbal feedback.**

Student Teacher

The student teacher should report to the assigned school on the designated date of the semester. (Secondary majors are now required to student teach a minimum of ten weeks.) Also, the methods course may be scheduled concurrently with student teaching.

" A successful beginning is very important!" The student teacher must immediately recognize the responsibilities that must be assumed and carried out during the practice teaching period. The following responsibilities must be personally assumed by the student teacher.

1. **Provide your university supervisor with an accurate copy of your teaching schedule and explicit directions to the school. This should be done during the first week of student teaching.**
2. **Inform the university supervisor as soon as possible of any deviation from the submitted schedule.**
3. **Notify the university supervisor and the cooperating teacher as soon as possible if you are to absent or late to school for any reason.**
4. **Report on time each day and remain until the designated end of the school.**
5. **Prepare thoroughly for each unit of instruction.**
6. **Prepare thoroughly for each lesson that will be taught.**

- 7. Submit instructional plans to the cooperating teacher in advance so he/she might approve the plans and make additions or corrections.**
- 8. Wear appropriate teaching attire. Professional apparel should be worn whenever teaching. Personal appearance is a reflection upon the university and yourself.**
- 9. Attend all scheduled seminars held at the university. Attendance at these seminars is mandatory. Times and dates will be announced by your University supervisor.**
- 10. Complete the self-evaluation forms provided by the University Supervisor. (Form IV) on See page 36 - 38.**

SUGGESTED GUIDE TO LESSON PLAN

Daily Lesson

The first planning phase is the actual daily lesson which includes the step-by-step procedures to be followed during each class period.

Instructional objectives for each day's lesson and the methods by which they are to be accomplished should be carefully formulated. The student teacher must be sensitive to the group's reaction to the procedures and allow for flexibility and creativity. Alternate plans for inclement weather and other interruptions should be prepared as soon as instructional and performance objectives are established. The following guidelines should be considered:

- 1. Plan for maximum participation in view of size and ability of class, facilities and time allotment.**
- 2. Include notation of the materials and equipment to be used.**
- 3. Plan for the most efficient and least time-consuming ways of taking care of the class routine duties.**
- 4. Select activities and methods consistent with the developmental level of the group so that a reasonable degree of success is assured.**
- 5. Promote concomitant learning in life situations -- cooperation, teamwork, etc.**
- 6. Encourage creativity by allowing students to contribute their own ideas in planning class experiences.**

7. Provide opportunities for evaluation that will indicate achievement and progress.

A daily lesson plan outline should probably include:

1. Area and equipment
2. Goal of the day
3. Instructional and/or performance objectives
4. Class routine duties
5. Warm-ups (where appropriate)
6. Instructional Progression:
 - Class organizations
 - Demonstrations
 - Class Activities
7. Evaluation
8. Alternate plan

Unit Planning

A unit refers to material to be covered in the period of time during which a particular activity is planned. This provides direction for each daily class period and offers progressive instruction toward attainment of goals. Certain guidelines should be followed in constructing a unit plan.

1. Establish educational and performance objectives that are consistent with long range goals.
2. Include those activities that will achieve the established objectives.
3. Plan for a variety of learning experiences.
4. Select activities that will achieve the established objectives.
5. Provide for flexibility in planning to care for unforeseen interruptions.
6. Select activities which are progressive in nature and appropriate to the

needs and developmental level of the groups.

7. Plan for appropriate culmination of the unit activities, such as tournaments, intra-class competition, presentations and pertinent field trips.
8. Evaluation of the unit should be based on the extent to which the pre-determined objectives are achieved.

A unit plan outline should include:

Time allotment for the unit

Performance and/or educational objectives:

**What will the student are able to do?
Under what conditions?
Level and extent of performance?**

Motivational Aids

**Bulletin Boards
Audio Visual media
Demonstrations
Instructional materials
Equipment
Resource Aids
Area
Study Sheets**

Exercise or warm-up pertinent to the activity

Organization for group activity

**Drills
Lead-ups
Tournaments**

Culminating activities

Evaluation plans

EVALUATION

At the end of the student teaching period, each cooperating teacher evaluates the performance of the student teacher. (Form V on See page 39). This Evaluation Form lists suggested criteria as a basis for grading, a section to enumerate suggestions for professional improvement and evaluate the performances of the Student Teacher (Form V on Page 34). The narrative evaluation is the most significant aspect of the student teacher's overall performance record.

Grades are recorded in terms of Pass-Fail with no letter grade equivalents (except "F" if you Fail). It is university policy that the supervisor be the determinant when there is a question regarding the grade.

The final evaluation form is completed by the cooperating teacher after consultation with the University supervisor. The cooperating teacher and the supervisor sign the evaluation and discuss it with the student teacher. The student teacher signs the completed form only as an indication that it has been seen, not as approval. The evaluation is then mailed to the Director of Student Teaching, Student Teaching office, Southern Connecticut State University on the final day of the student teaching period.

The evaluation form will be duplicated and the original filed in the student's permanent folder in the University Records Office in Wintergreen Building. A copy of the evaluation will be mailed to each student at the address indicated on the front of the evaluation form.

The following section, Connecticut Teaching Competencies, outlines standards which may aid the evaluator in completing the student teacher's final evaluation.

CONNECTICUT TEACHING COMPETENCIES

A competent teacher understands growth and development, demonstrates knowledge of what is to be taught and facility in the basic skills and helps students to develop positive self concepts. Such a teacher stimulates the independence of each student as a learner, effectively assesses student needs and progress, and plans instruction to achieve selected objectives including those appropriate for exceptional students. These objectives are accomplished through effective communication with students, parents and colleagues and through the use of appropriate techniques and materials in a positive climate where time, space and equipment are effectively organized for instruction.

In addition, the teacher meets professional responsibilities for continuing growth and fosters cooperative involvement with parents and the community.

Therefore, it is expected that:

- by the end of teacher preparation program coursework, the teacher will exhibit capability for all of the competencies, with demonstrable competence in # 1-4.

- by the end of a teacher preparation program, including student teaching, the teacher will exhibit capability for all of the competencies, with demonstrable competence in all # 1-15.

- by the end of a beginning teacher program, the teacher will exhibit demonstrable competence in all of the competencies. (Initial Certificate).

1. Demonstrates facility in the skills of reading, writing and mathematics.

2. Demonstrates knowledge of the subject to be taught:

2.1 Knows and understands the major principles and concepts of the material to be taught.

2.2 Possesses accurate and up-to-date knowledge of subject matter.

2.3 Understands the purpose and value of the material to be taught.

2.4 Is able to formulate meaningful questions about the subject matter.

2.5 Knows appropriate sources of additional information about the material to be taught.

3. Demonstrates knowledge of human growth and development as it relates to the teaching/learning process:

3.1 Knows and understands the major theories of human development.

3.2 Understands how physical, social, emotional and intellectual development relate to planning and organizing instruction.

3.3 Knows about various teaching styles and learning styles and

- 3.4 Recognizes the conditions and needs of special students.**
- 4. Demonstrates a knowledge of the American public school system:**
 - 4.1 Knows and understands the governance of schools from the local, state and federal levels.**
 - 4.2 Understands how the organization of the district and school has an impact upon the individual teacher.**
 - 4.3 Understands the rights and responsibilities of students, parents and teachers.**
- 5. Plans instruction to achieve selected objectives:**
 - 5.1 Identifies and sequences goals of instruction.**
 - 5.2 Identifies and sequences objectives for instruction.**
 - 5.3 Identifies teaching procedures and sequences learning activities.**
 - 5.4 Selects appropriate human resources, materials and media.**
 - 5.5 Plans instructional activities which provide for individual differences.**
- 6. Effectively implements instructional plans and uses appropriate instructional techniques:**
 - 6.1 Presents material at a level appropriate to the needs, interests, ability and background of students.**
 - 6.2 Conducts learning activities in a logical sequence which is flexible and developmentally appropriate.**
 - 6.3 Provides illustrations, examples and applications of the material.**
 - 6.4 Uses a variety of instructional materials and media.**
 - 6.5 Uses a variety of instructional methods and incorporates advancing technology.**
 - 6.6 Uses a balance of individual, small group and large group instructional arrangements.**

- 6.7 Provides instructional activities that foster student involvement.**
- 6.8 Matches teaching styles and methods with the learning situation and the learning styles of students.**
- 6.9 Revises instruction on the basis of student comments, questions and performance.**

7. Effectively communicates with students:

- 7.1 Provides directions and explanations in a clear, coherent and logical manner.**
- 7.2 Uses acceptable written and oral expressions with students.**
- 7.3 Provides for two-way communication with students throughout lessons.**
- 7.4 Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication.**
- 7.5 Communicates personal enthusiasm and self-confidence.**
- 7.6 Outlines expectations for students in a clear manner.**
- 7.7 Communicates with students both individually and collectively about their needs and progress.**

8. Helps students develop positive self-concepts:

- 8.1 Recognizes and understands the worth of all students and opportunities that racial, cultural, sexual and religious diversity present in the classroom.**
- 8.2 Demonstrates sensitivity to and respect for the needs and feelings of all students.**
- 8.3 Demonstrates patience, empathy and enthusiasm.**

9. Facilitates the independence of the student as a learner:

- 9.1 Recognizes and encourages the special interests and abilities of individual students.**
- 9.2 Engages students in selecting their own learning objectives and**

activities.

- 9.3 Poses probing questions that stimulate students to recall, analyze, synthesize and evaluate.**
 - 9.4 Presents opportunities that foster thinking skills and problem solving skills.**
 - 9.5 Assists and encourages students to research issues and questions of concern to them.**
 - 9.6 Promotes student's ability to communicate effectively with others about ideas and concerns.**
- 10. Effectively organizes time, space, materials and equipment for instruction:**
- 10.1 Establishes and maintains classroom routines and procedures.**
 - 10.2 Uses instructional time effectively, paces instructional activities appropriately and maximizes students' time on task.**
 - 10.3 Provides a learning environment that is attractive and orderly.**
- 11. Effectively assesses student needs and progress:**
- 11.1 Selects appropriate materials and procedures for assessing student progress on objectives.**
 - 11.2 Diagnose entry-level skills and knowledge of students.**
 - 11.3 Recognizes when students are deficient in the basic skills and provides or recommends corrective action.**
 - 11.4 Provides appropriate materials to plan instruction.**
 - 11.5 Creates or selects evaluation instruments or procedures to obtain information for monitoring student progress and effectiveness of instruction.**
 - 11.6 Develops and maintains systems for keeping group and individual records.**
 - 11.7 Evaluates students on the basis of criteria that are aligned with instructional objectives.**

12. Effectively meets the needs of exceptional students:

12.1 Obtains and uses information about students from available records.

12.2 Identifies students who require the assistance of specialists.

12.3 Obtains and uses information from colleagues to assist students with special needs.

12.4 Provides appropriate instruction to students with special needs.

13. Establishes a positive learning environment:

13.1 Establishes and maintains appropriate behavior standards for students in the learning environment.

13.2 Develops an atmosphere which fosters self-discipline.

13.3 Promotes positive interpersonal relations based upon mutual respect.

13.4 Handles discipline fairly and consistently.

14. Meets professional responsibilities:

14.1 Demonstrates responsibility for self-growth, professional improvement and ongoing self-evaluation.

14.2 Works cooperatively with colleagues and administrators.

14.3 Follows the policies, procedures and curricula of the school district.

14.4 Demonstrates ethical behavior.

15. Encourages and maintains the cooperative involvement and support of parents and the community:

15.1 Establishes ongoing two-way communication with parents based on mutual respect.

15.2 Provides opportunities for parent and community involvement.

15.3 Obtains and uses information about students from parents

15.4 Communicates goals and objectives for both program and students to

parents.

15.5 Conducts effective parent/teacher conferences.

15.6 Uses community resources in instruction.

PRAXIS II TESTS REQUIRED BY CONNECTICUT

NOTES:1) The new Praxis II tests are scored on a scale of 100-200. All other examinations(the former NTEs) are scored on a scale of 250-990. Test scores based on identical scales are not comparable across content areas because the level of difficulty of the tests themselves is not comparable.

2) MC=multiple choice; CR=constructed response(e.g.,essay test)

<u>CERTIFICATION AREA/TEST NAME(S)</u>	<u>TEST CODE#</u>	<u>MINIMUM PASSING SCORE</u>
<u>ART EDUCATION</u>		
1) Art:Content Knowledge(2hr:MC)	10133	157
2) Art Making(1 hr:CR)	20131	148
3) Content,Traditions,Aesthetics and Criticisms of Art(1 hr:CR)	20132	130
<u>BIOLOGY</u>		
Biology:Content Knowledge for CT (2 hr:MC)	20235	152
<u>BUSINESS EDUCATION</u>		
Business Education(2hr:MC)	10100	620
<u>CHEMISTRY</u>		
1) Chemistry: Content Knowledge for CT (2 hr:MC)	20245	151
2) Chemistry: Content Essays(1hr:CR)	30242	140
<u>EARTH SCIENCE</u>		
Earth/Science: Science: Content Knowledge (2hr:MC)	20571	157
<u>ELEMENTARY EDUCATION - 1-6</u>		
(Certification)		
1) Elementary Education:Curriculum,		

Instruction & Assessment(2hr:MC)	10011	163
2) Elementary Education: Content Area Exercises(2hr:CR)	20012	148
<u>ENGLISH</u>		
1) English Language,Literature & Compostion:Content Knowledge(2hr:MC)	10041	172
2) English Language,Literature & Compostion:Essays(2hr:CR)	20042	160
<u>GENERAL SCIENCE</u>		
1) General Science: Content Knowledge for CT(2hr:MC)	10435	157
2) General Science: Content Essays (1hr:CR)	30433	145
<u>HEALTH</u>		
Health Education(2hr:MC)	20550	680
<u>HISTORY/SOCIAL STUDIES</u>		
Social Studies: Content Knowledge (2hr:MC)	10081	162
<u>HOME ECONOMICS</u>		
Home Economics Education (2hr:MC)	10120	630
<u>LATIN</u>		
Latin (2 hr: MC)	10600	770
<u>MATHEMATICS</u>		
Mathematics(2hr:MC)	10061	137
<u>MIDDLE GRADES SUBJECT- AREA TESTS</u>		
1.) Middle School English Language Arts	10049	164
2.) Middle School Science	10439	162
3.) Middle School Social Studies	20089	160
4.) Middle School Mathematics	20061	158

MUSIC

1) Music: Content Knowledge(2hr:MC)	10113	153
2) Music: Concepts and Processes (1hr:CR)	30111	150

PHYSICAL EDUCATION

1) Physical Education: Content Knowledge(2hr:MC)	10091	154
2) Physical Education:Movement Forms,Analysis & Design(1hr:CR)	30092	154

PHYSICS

1) Physics: Content Knowledge for CT (2hr:MC)	10265	141
2) Physics: Content Essays(1hr:CR)	30262	135

FOREIGN LANGUAGE

Effective 7/1/02, the Praxis II test is no longer required for French, German or Italian. The student must pass the following American Council on the Teaching of Foreign Languages (ACTFL) will be administering this test. You can contact ACTFL Testing Office, 95 Church Street, Suite 310, White Plains, N.Y. 10601 Tel. (800) 486-8444 Ext.-20 to set-up an appointment for testing information.

<u>FRENCH</u>	-	ACTFL OPI ACTFL WPI	INTERMEDIATE - HIGH INTERMEDIATE - HIGH
<u>GERMAN</u>	-	ACTFL WPI -	INTERMEDIATE – HIGH
<u>ITALIAN</u>	-	ACTFL WPI -	INTERMEDIATE – HIGH
<u>SPANISH</u>	-	ACTFL OPI ACTFL WPI	INTERMEDIATE - HIGH INTERMEDIATE - HIGH

SPECIAL EDUCATION

1) Special Education: Knowledge Based Core Principles(1hr:MC)	20351	155
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TECHNOLOGY EDUCATION

Technology Education(2hr:MC)

10050

640

Note: A passing score on CONNECT on or prior to June 28, 1997 (the last CONNECT administration date), will remain valid fulfillment of the testing requirement for an Elementary endorsement. Therefore, anyone who met this requirement by taking and passing CONNECT prior to and including June 28, 1997, need not take the Praxis II tests in Elementary.

After passing the Praxis II exam you may then apply for certification. You may apply for an Initial Educator Certificate (as of July 1, 1998 the Certificate of Eligibility is no longer available).

2002 – 2003 - REGISTRATION BULLETIN - PRAXIS SERIES

ETS must receive registration forms by the dates below:

<u>TEST</u>	<u>TEST DATE</u>	Registration Must be received by	Late Registration Must be received by (with \$35 late fee)	Centers Outside U.S. or in U.S. Territories	Fee Waiver Request, PLNE, and Monday Centers in the U.S. or Puerto Rico	<u>SCORE REPORT</u> Approximate Mailing Date
All tests offered	9/11/04	8/10/04	08/17/04	07/06/04	07/21/04	10/12/04
All tests offered Except MSAT	11/20/04	10/19/04	10/26/04	09/21/04	10/06/04	12/21/04
All tests offered	1/08/05	12/07/04	12/14/04	11/09/04	11/24/04	2/08/05
All tests offered	3/05/05	2/1/05	2/8/05	1/4/05	1/19/05	4/5/05
All tests offered	4/16/05	3/15/05	3/22/05	2/15/05	3/3/05	5/17/05
All tests offered	6/11/05	5/10/05	5/17/05	4/12/05	4/27/05	7/12/05

TYPES OF CERTIFICATION**INITIAL EDUCATOR CERTIFICATE**

The Initial Educator Certificate is a first level certificate representing an entry point to Connecticut's three tier certification continuum. Applicants who have completed a planned program of teacher preparation and are recommended by the preparing institution. In lieu of a college recommendation, applicants who have at least two years and less than three

years of successful teaching experience within the last ten years are also eligible for the initial educator certificate. All applicants must meet the assessment, preparation, and eligibility requirements in effect at the time of application.

The Initial Educator Certificate is valid for three years, renewable for five cost \$100.00. It permits an individual to begin teaching and to participate in the Beginning Educator Support and Training Program (BEST). Implementation date -- July 1, 1989.

The Beginning Educator Support and Training (BEST) Program is Connecticut's comprehensive induction program for beginning teachers. It has two components:

(1) support through the assignment of a mentor teacher to each beginning teacher, and (2) assessment for provisional certification. Beginning teachers are defined in this program as persons issued initial educator certificates on or after July 1, 1989. Successful completion of the BEST Program will be mandatory for these educators.

Because the BEST Program involves first year teachers, it is designed to assess the teacher for certification purposes, and to support the individual throughout this critical period of induction into the teaching profession. It is intended to:

- (1) improve the quality and usefulness of the first year teaching experience;**
- (2) verify that beginning teachers have exhibited demonstrable competence in all of the fifteen Connecticut Teaching competencies;**
- (3) provide a basis for awarding provisional certification to qualified candidates;**
- (4) integrate the support and assessment of beginning teachers with ongoing programs of professional development and evaluation in local school districts;**
- (5) link pre-service and in-service education;**
- (6) draw upon the expertise of veteran teachers who will serve as mentors/assessors.**

Mentors/assessors are exemplary teachers selected to assist the beginning teacher with induction into the profession and with the improvement of teaching skills and abilities.

The assessment component of BEST has been designed to verify that beginning teachers have demonstrable proficiency in the Connecticut Teaching

Competencies. The Connecticut Competency Instrument (CCI) is used to assess those aspects of a beginning teacher's performance that are observable in the classroom. The classroom observation assessment is conducted by a three-person team: a state assessor, an administrator assessor from outside the school of the beginning teacher, and a teacher assessor from outside the district. Each of the three assessors will conduct two independent observations of each assigned beginning teacher (one during the fall/winter observation cycle and one during the spring). The results of these six independent observations will be compiled to produce an overall score leading to a certification decision.

PROVISIONAL EDUCATOR CERTIFICATE

This is a second level certificate in Connecticut cost: \$200.00, valid for 8 years. It is issued to applicants who have completed one of the following:

- a) One year of successful appropriate experience under the Initial Educator Certificate for a Connecticut Public School, and the Beginning Educator Support and Training program (BEST) assessment as appropriate.**
- b) Three years of successful appropriate experience in a Connecticut public or approved nonpublic school in another state, within the last ten years.**
- c) One year of successful appropriate experience under a Connecticut durational Shortage Area Permit and the Best assessment as appropriate.**
- d) One year of successful appropriate experience during the year immediately preceding application under a Connecticut Provisional Certificate.**

PROFESSIONAL EDUCATOR CERTIFICATE

This is the third level certificate. It is issued to applicants who have completed at least three years of appropriate successful experience in a Connecticut public or approved nonpublic school under the Connecticut Provisional Certificate and who have completed the required professional course work. Cost: \$300.00 valid for 5 year. During the 5 year period the teacher must complete 9.0 CEU'S. If this is done the certificate may be renewed again.

CODE OF PROFESSIONAL RESPONSIBILITY FOR TEACHERS

(a) PREAMBLE

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

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

Consistent with applicable law, the Code of Professional Responsibility for teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

(b) RESPONSIBILITY TO THE STUDENT

(1.) The professional teacher, in full recognition of his or her obligation to the student shall

a. Recognize, respect and uphold the dignity and worth of students as individual human beings, and therefore deal justly and considerately with students;

b. Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;

c. Nurture in students lifelong respect and compassion for themselves

and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

- d. Foster in students the full understanding, application and preservation of democratic principles and processes;**
- e. Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;**
- f. Assist students in the formulation of value systems and worthy, positive goals;**
- g. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;**
- h. Strive to develop within students fundamental critical thinking skills and problem-solving techniques;**
- i. Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and**
- j. Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.**

(2.) The Professional teacher, in full recognition of his or her obligation to the student, shall not:

- a. Abuse his or her position as a professional with students for private advantage;**
- b. Sexually or physically harass or abuse students;**
- c. Emotionally abuse students; or**
- d. Engage in any misconduct which would put students at risk.**

(c) RESPONSIBILITY TO THE PROFESSION:

(1.) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall;

- a. **Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;**
- b. **Uphold the professional teacher's right to teach effectively;**
- c. **Uphold the principle of academic freedom;**
- d. **Strive to exercise the highest level of professional judgment;**
- e. **Assume responsibility for his or her professional development;**
- f. **Encourage the participation of teachers in the process of educational ; decision making;**
- g. **Promote the employment of only qualified and fully licensed teachers;**
- h. **Encourage promising, qualified and competent individuals to enter**
- i. **Decline any gratuity, gift or favor that would impair or influence Professional decisions or actions; and**

Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2.) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not;

- a. **Obtain licensure or employment by misrepresentation or fraud;**
- b. **Misrepresent his, her or another's professional qualifications or competencies; or**
- c. **Engage in any misconduct which would impair his or her ability to teach. Responsibility to the community**

(1.) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

(2.) Obtain licensure or employment by misrepresentation

- (3.) Misrepresent his, her or another’s professional qualifications**
 - (4.) Engage in any misconduct which would impair his or her ability to teach**
 - (5.) Responsibility to the community**
- (2.) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:**
- a. Be cognizant of the influence of teachers upon the community-at-large, and therefore, shall not knowingly misrepresent facts or make false statements;**
 - b. encourage the community to exercise its responsibility to be involved in the formulation of educational policy;**
 - c. promote the principles and ideals of democratic citizenship; and**
 - d. endeavor to secure equal educational opportunities for all children.**
- (3.) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:**
- a. Exploit the educational institution for personal gain; or**
 - b. Be convicted in a court of law of a crime involving moral turpitude or of an crime of such nature that violates such public trust vested in the teaching profession, shall**

CODE REVISION

At least every two years following its implementation, this code shall be reviewed for potential revision by the Connecticut Advisory council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.