

Southern Connecticut State University
Teacher Education Program



Field Experience Handbook
Academic Year
2008-2009

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I. Introduction

The School of Education has prepared this handbook to provide guidance to teacher candidates and to the classroom teachers who mentor them to ensure a productive and meaningful field experience. The purpose of the field experience is to provide the candidate with rich opportunities to learn about the practice of teaching while trying out instructional and management strategies, simultaneously building knowledge through their course work. The fieldwork experiences also serve to expose candidates to learner diversity and to diverse learning contexts. Because the field experience is critical to the preparation of our teacher candidates, it is imperative that the classroom teachers (clinical faculty members) be models of exemplary teaching and who are strongly committed to teaching, mentoring and supervising our candidates while in their classrooms.

Throughout their matriculation at SCSU, teacher candidates will participate in a variety of field experiences connected to courses in their programs. It is through work in the field that candidates can observe, analyze, reflect and connect theory with practice. At the end of the experience, the teacher candidate will have been exposed to a variety of instructional and management events in the classroom or school as they collaborate with exemplary teachers.

After presenting the School of Education mission and foundational principles, the handbook explicates the overall design of the field experiences: descriptions of the roles of the participants in the field experiences; suggested placements, including lists of professional development schools, partner and recommended schools; a sequence of experiences and expectations framed within our foundational principles [SAILS]; policies and the code of professional responsibility for teachers; and finally, the appendices illustrate the required coursework and connected fieldwork at the introductory, intermediate, advanced, and mastery level for each program within the teacher education unit. The policies and procedures presented here are meant to provide constructive assistance to everyone involved with the shared goal that field experiences will be substantive and rich with significant learning experiences for all—the children and staff at the schools and our preservice teacher candidates.

II. School of Education 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 inservice 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.

III. Foundational Principles

The School of Education is dedicated to the development of teachers and other professionals who are committed to lifelong learning and the continuous improvement of the educational systems in which they work. We believe that this endeavor is noble and necessary for our survival as a society. To achieve these goals, the faculty and staff of the Education Unit are committed to the principles of scholarship, attitudes, integrity, leadership and a devotion to service (SAILS) as a foundation for preparing teachers, counselors, and administrators and sustaining their work.

The principles of **SAILS** guide our approach to teacher preparation, informing our practice and connecting coursework, field experiences, and faculty-student-teacher interactions.

SAILS	Upon Successful Completion of the Program All Teacher Education Candidates will:
<ul style="list-style-type: none"> • Scholarship: Because we believe that teaching is an essentially intellectual endeavor, effective teacher candidates are knowledgeable, intellectually curious, and enthusiastic life long learners. 	<ul style="list-style-type: none"> • Demonstrate the content knowledge needed to teach an academic discipline • Demonstrate the pedagogical knowledge to teach an academic discipline • Plan for effective instruction • Assess student performance and incorporate that assessment into planning and teaching • Successfully use technology to support learning
<ul style="list-style-type: none"> • Attitudes and Dispositions: Thoughtful teaching requires behaviors and approaches that are grounded in beliefs nurturing cognitive, emotional, and moral development. We are guided by John Dewey's (1964) illustration of good teaching as "whole hearted," "open-minded" and "responsible." 	<ul style="list-style-type: none"> • Demonstrate a respect for diversity • Demonstrate a reflective stance on teaching and learning • Engage in self-assessment • Demonstrate appropriate personal attitudes and attributes that affect her/his performance as a teacher candidate
<ul style="list-style-type: none"> • Integrity: An ethical framework guides all our actions. 	<ul style="list-style-type: none"> • Act in a professional, ethical and moral manner • Demonstrate honesty and empathy both professionally and personally • Demonstrate confidentiality concerning colleagues and students • Demonstrate integrity and honesty in written and verbal communication, documentations, and coursework related to the professional program for teacher certification
<ul style="list-style-type: none"> • Leadership: Teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs and values and raise questions when appropriate. 	<ul style="list-style-type: none"> • Appreciate the interconnectedness of the relationships of students, teachers, and parents • Engage in critical thinking • Exhibit professional behavior appropriate to the context with an awareness that actions reflect directly upon the status and substance of the profession as well as on student learning
<ul style="list-style-type: none"> • Service: is a willingness to care for and give to others without expectation of recompense. 	<ul style="list-style-type: none"> • Contribute time and expertise to the community in which s/he works, lives or learns

IV. Roles and Responsibilities of the Field Experience Team

Members of the Field Experience Team (Teacher Candidate, Clinical Faculty, and University Faculty) have roles and responsibilities that are aligned with the School of Education mission and foundational principles. Open, frequent, and effective communication among all team members is essential. We view the collaborations with schools as an evolving opportunity that encourages best practices within both the university and the P -12 schools, improving both student and candidate learning.

Pre-Service Teacher Candidate

Field experiences are challenging, stimulating and demanding. The candidate must be able to adapt to the diversity of schools, clinical faculty teaching styles and philosophies as well as students' needs. The candidate will benefit from the experience through practical, hands-on interactions in school settings. Field experiences provide the candidate opportunities to apply learning from their coursework to authentic classroom environments. Experience in the field is an essential and critical component in the Teacher Candidate's professional development.

The candidate:

- Will arrive at the school for the initial visit, go directly to the main office, and inquire about all the policies and procedures to be followed at the school
- Will maintain strict confidentiality about the students and their records
- Will agree upon the dates and times of visits with the clinical faculty member and will inform the school of any absence
- Will maintain a professional demeanor at all times and adhere to any and all school guidelines regarding dress, etc
- Will act as a representative of Southern Connecticut State University, maintaining a respectful, collaborative, and professional relationship that reflects the relationship between the school and the university
- Will be required to complete a minimum of 40 hours in one of the PDS Network Schools.
- Will observe classroom events, and instruction, and will interact with children when appropriate
- Will maintain a reflective journal to document the experience and complete a self-evaluation
- Will meet expected learner outcomes for the course connected to the fieldwork
- Will complete university course work and attend all classes

Clinical Faculty Member

The Clinical Faculty Member (CFM) is committed to providing the very best, most meaningful field experience to our teacher candidates through exemplary instruction and classroom management and by creating a rich learning context where all children have the opportunity to learn. The CFM serves as a role model, mentor, consultant, and professional resource for the candidate. The CFM must also participate in the evaluation and supervision of the candidate.

The CFM:

- Will serve as a mentor to candidates and as a resource to SCSU faculty.
- Will supervise the candidates in the classroom and other school activities.
- Will provide opportunities for meaningful experiences for the candidate.

- Will provide a positive learning environment and examples of exemplary instruction and management.
- Will evaluate and assess the candidate's development and progress.
- Will contribute to the developing relationship between SCSU and the school as a clinical faculty member and member of the SCSU Field Studies Advisory Board.

The University Faculty Member

The University Faculty Member (UFM) must be committed to supporting a meaningful and positive field experience for the candidate. Course work and class discussions will be relevant to the candidate's experiences in the field. The UFM will share in the evaluation and supervision of the candidate by maintaining clear and open lines of communication with the candidate and the CFM.

The UFM:

- Will present content and assignments that are meaningful and relevant to the candidate's work in the schools.
- Will evaluate and assess the candidate's development and progress.
- Will contribute to the developing partnership between SCSU & the schools
- Will approve and oversee the candidate's school placement
- Will provide guidance, advice and support to the teacher candidate
- Will seek advice about candidate and program strengths and weaknesses from the CFM

V. Placements in the Field

In order to ensure the best possible experience for our Teacher Candidates in the field, we are committed to placing all Teacher Candidates in exemplary classrooms with exemplary teachers in excellent schools. With that goal in mind, we have established 3 types of fieldwork placement schools. They are:

Professional Development School Network:

- Professional Development Schools:

Highly recommended settings with close collaborative relationships with SCSU; There is a partnership agreement between the school and SCSU; several school administrators, staff, and teachers collaborate with SCSU administrators and faculty on various school improvement and/or professional development projects

- Affiliated Schools: Approved settings with historical relationships with SCSU faculty. At least one member of the school faculty has collaborated over time with at least one member of the SCSU faculty.

VI. Professional Development School Network

PDS

New Haven Public Schools

Edgewood Magnet School

Mrs. Bonnie Pachesa, Principal
737 Edgewood Ave.

Conte-West Hills K-8 Magnet School

Ms. Dianne Spence, Principal
511 Chapel St.

Benjamin Jepson Non-Graded PreK-8 Magnet School

Ms. Peggy Pelley, Principal
15 Lexington Ave.

James Hillhouse High School

Ms. Althea Norcott, Asst. Principal
480 Sherman Pkwy.

Affiliated PDS

ACES - Hamden

Wintergreen Interdistrict Magnet School K – 8

Principal: Mrs. Sharyn Esdaile
670 Wintergreen Avenue

Amity School District

Amity Middle School, Orange

Mr. Robert Slie, Principal
130 Ohman Ave.
Orange, CT.

Amity Middle School, Bethany

Dr. Richard Dellinger, Principal
190 Luke Hill Rd.
Bethany, CT.

Amity Regional Senior High School

Dr. Edward Goldstone, Principal
25 Newton Rd.
Woodbridge, CT.

Ansonia Public Schools

John Prendergast Elementary School K-2

Mr. Louis Puglisi, Principal
59 Finney Street

John Mead Elementary School 3-5

Mr. Terri Goldson, Principal
75 Ford Street

Ansonia Middle School

Ms. Lynn Bennett Wallick, Principal
115 Howard Avenue

Ansonia High School

Ms. Susan McKernan, Principal
20 Pulaski Highway

Branford Public Schools

Mary Tisco Elementary School

Mr. Mark Rabinowitz, Principal
118 Damascus Rd.

Mary Murphy Elementary School

Mr. Anthony Buono, Principal
14 Brushy Plains Rd.

John Sliney Elementary School

Mrs. Kathy Higgins, Principal
23 Eades St.

Walsh Intermediate School

Mr. Robin Goeller, Principal
185 Damascus Rd.

Branford High School

Mr. Lee Panagoulis, Principal
185 E Main St.

Early Years Center at Indian Neck School

Ms. Danibel Abiles, Principal
12 Melrose Ave.

Derby Public Schools

Irving Elementary School

Mr. Fran Gail, Principal
9 Garden Pl.

Derby Middle School

Ms. Sally Bonina, Principal
Nutmeg Ave.

Bradley Elementary School

Mrs. Linda Coppola, Principal
David Humphreys Rd.

Derby High School

Matthew Bradshaw, Asst Principal
Nutmeg Ave.

East Haven Public Schools

Deer Run Elementary School

Mr. Bill Grimm, Principal
Rt. 80

Ferrara Elementary School

Mr. Stan Mendygral, Principal
22 Maynard Rd.

Tuttle Elementary School

Mrs. Anita Ruff, Principal
108 Prospect Rd.

Momauguin Elementary School

Ms. Karen Goodale, Principal
93 Cosey Beach Rd.

Carbone Elementary School

Ms. Suzanne Goodison, Principal
67 Hudson

Hamden Public Schools

Hamden High School

Mr. Gary Highsmith, Principal
2040 Dixwell Avenue

Bear Path Elementary School

Ms. Susan Smey, Principal
10 Kirk Road

Dunbar Hill Elementary School

Mr. Stephen Bergin, Principal
315 Lane Street

Ridge Hill Elementary School

Ms. Karen Butler, Principal
120 Carew Road

Spring Glen Elementary School

Ms. Vanessa Gidita, Principal
1908 Whitney Avenue

Alice Peck Learning Center

Ms. Valarie Coppola, Coordinator
35 Hillfield Road

Hamden Middle School

Mr. James O'Connor, Principal
2623 Dixwell Avenue

Church Street Elementary School

Ms. Joyce Kossman, Principal
95 Church Street

Helen Street Elementary School

Ms. Lynette, Kelleher, Principal
285 Helen Street

Shepherd Glen Elementary School

Mr. Christopher Melillo, Principal
Skiff Street Extension

West Woods Elementary School

Ms. Barbara Nana, Principal
350 West Todd Street

Meriden Public Schools

John Barry Elementary School

Ms. Karen Dahn, Principal
124 Columbus

Nathan Hale Elementary School

Ms. Judy Seldner, Principal
277 Atkins St.

Thomas Hooker Elementary School

Ms. Marian Hourigan, Principal
70 Overlook Road

Israel Putnam Elementary School

Ms. Anne Jellison, Principal
133 Parker Avenue

Benjamin Franklin Elementary School

Mr. Daniel Coffey, Principal
426 West Main Street

Hanover Elementary School

Mr. Miguel Cardona, Principal
208 Main Street

Casimer Pulaski Elementary School

Mr. Thomas Brown, Principal
100 Clearview Avenue

Roger Sherman Elementary School

Ms. Louise Moss, Principal
64 North Pearl Street

Lincoln Middle School
Mr. Leo Lavalley, Principal
164 Centennial Avenue

Maloney High School
Ms. Ann Hushin, Principal
121 Gravel Street

Washington Middle School
Ms. Jean Privitera, Principal
1225 North Broad Street

Platt High School
Ms. Donna Mik, Principal
220 Coe Avenue

Milford Public Schools

Simon Lake Elementary
Mr. Donald Busca, Principal
Devonshire Rd.

Alternative Education High School
Mr. Bruce Blake, Principal
40 Quirk

Foran High School
Mr. John Barile, Principal
80 Foran Rd.

Live Oaks Elementary
Ms. Rose Lacobelle, Principal
575 Merwin Ave.

Mathewson Elementary
Mr. Cliff Dudley, Principal
466 River St.

Harborside Middle School
Mr. Ken Saranich, Principal
175 High St.

Orange Ave. Elementary School
Mr. Steve Madancy, Principal
260 Orange Ave.

East Shore Middle
Ms. Cathy Williams, Principal
240 Chapel St.

Meadowside Elementary
Mr. Bob Davis, Principal
80 Seamons La.

Pumpkin Delight Elementary
Ms. Deborah Herbst, Principal
Art St.

West Shore Middle School
Mr. Vince Scarpetti, Principal
70 Kay Ave.

Calf Pen Meadow Elementary
Ms. Delores Hannon, Principal
395 Welch's Pt. Rd.

Jonathan Law High School
Ms. Janet Garagliano, Principal
20 Lansdale Ave.

New Haven Public Schools

Worthington Hooker School (K-4)

Mr. Robert Rifenburg, Principal
180 Canner St.

Celentano Museum Academy K-8

Mr. Keisha Redd, Principal
400 Canner Street

King/Robinson I.B.Magnet School K-8

Ms. Aline Tracy, Principal
150 Fournier Street

Wilbur Cross High School

Ms. Rose Coggins, Principal
181 Mitchell Dr

Hill Regional Career High School

Mr. Michael Ceraso, Principal
140 Legion Ave

Barnard Environmental Studies Magnet School K-8

Michael Crocco
170 Derby Ave.

Hooker Middle School (5-8)

Mr. Robert Rifenburg, Principal
804 State Street

Nathan Hale Elementary School K-8

Mrs. Lucia Paolilla, Principal
480 Townsend Ave

East Rock Magnet School K-8

Dr. Michael Conte, Principal
133 Nash St.

Bishop Woods School K-8

Ms. Barbara Chock, Principal
Quinnipiac Ave.

Sound Regional Magnet High School

Steve Pynn, Principal
60 South Water St.

New Haven Independent School

Leila Day Nursery

Director: Gladys Deutsch
100 Cold Spring

North Branford

Jerome Harrison Elementary

Mr. Shawn Parkhurst, Principal
Foxon Road

West Haven Public Schools

West Haven High School

Mr. Ron Stancil, Principal
1 McDonough Plaza

Bailey Middle School

Dr. Anthony Cordone, Principal
106 Morgon La.

Washington Elementary School

Mr. Timothy Van Winkle, Principal
369 Washington Ave

Thompson Elementary School

Mr. Frank Paolino, Principal
1654 Richards St.

Carrigan Middle School

Ms. Patricia Libero, Principal
2 Tetlow St.

Forest Elementary School

Mr. Tom Hunt, Principal
95 Burwell Rd.

Haley Elementary School

Ms. Rita Pepe, Principal
146 South St.

Mackrille Elementary School

Ms. Catherine Biagetti, Principal
806 Jones Hill Rd.

Savin Rock Elementary School

Mr. Al Sagnella, Principal
50 Park St.

Pagels Elementary School

Ms. Gina Prisco, Principal
26 Benham Hill Rd.

Molloy Elementary School

Mr. Steven Lopes, Principal
255 Meloy Rd.

VII. Sequence of Field Experiences

Pre-service teacher candidates are expected to follow a series and sequence of field experiences that are linked to their course work throughout their teacher preparation programs and are aligned with the Gates within each program. [See Appendices for specific programs]

Exploring the Profession: Introductory Experience

This experience is designed to acquaint the candidate with the teaching profession and assist in the candidate's evaluation and self reflection regarding his/her place in teaching. The placements for acceptable field experiences are: Professional Development Schools or Affiliated Schools. Upon completion of this course requirement, candidates will be evaluated on their performance in the field by their Clinical Faculty Member supervisor and complete a self-evaluation. All materials from this experience should be collated and added as artifacts to their portfolio.

The following table represents the experiences these candidates should have and the expected outcomes. The guiding principles of SAILS are included.

Experience Strands	Candidate Responsibilities	Source of data
Observation & analysis	Demonstrate developing skills in observation, analysis, and reflection [<i>Scholarship</i>]	Observations and reflections in fieldwork journal, class discussion
Classroom management	Provide examples of techniques teachers use to manage and organize events in the classroom [<i>Scholarship</i>]	Observations and reflections in fieldwork journal, class discussion
Knowledge of child development & diversity	Describe some of the ways a teacher can respond to children who have diverse social, emotional, and cultural needs [<i>Scholarship, Attitudes & Dispositions</i>]	Observations and reflections in fieldwork journal, class discussion, fieldwork evaluation
Curriculum: Instruction & Assessment	Demonstrate a basic understanding of lesson planning. Provide examples of instructional strategies and assessment techniques teachers implement to meet the needs of all learners [<i>Scholarship, Attitudes & Dispositions, Leadership</i>]	Lesson plan design, Observations and reflections in fieldwork journal, class discussion
Theory to Practice	Demonstrate an initial understanding of current approaches to teaching and learning and the connections between theory and practice. [<i>Scholarship</i>]	Observations and reflections in fieldwork journal, class discussion
Professionalism	Demonstrate responsible behavior and commitment to children [<i>Attitudes & Dispositions, Integrity, Leadership, Service</i>]	Fieldwork evaluation, portfolio

Practicing New Knowledge: Intermediate Experience

This experience affords opportunities for the candidate to complete focused observation, inquiry, planning and instructional assignments at the field experience site. In addition, the candidate is responsible to document experiences and reflections as part of their coursework. These documents are added to the portfolio. The placements for acceptable field experiences are: Professional Development Schools or Affiliated Schools. Upon completion of this course requirement, candidates will be evaluated on their performance in the field by their Clinical Faculty Member supervisor and complete a self-evaluation.

The following table represents the experiences these candidates should have and the expected outcomes. The guiding principles of SAILS are included.

Experience Strands	Candidate Responsibilities	Source of data
Observation & analysis	Practice observation, recording, and reflection skills as necessary for working with small and large groups [<i>Scholarship</i>]	written observations and reflections, portfolio
Classroom management	Demonstrate strategies for guiding the behavior of individual children and groups [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan & instruction, written reflection, portfolio
Knowledge of child development & diversity	Apply knowledge of cultural and linguistic diversity in designing curriculum and working with children and their families [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan & instruction, written reflection, portfolio
Curriculum: Instruction & Assessment	Design appropriate learning experiences for children in a variety of curriculum areas [<i>Scholarship, Attitudes & Dispositions, Leadership</i>]	Lesson plan, written reflection, portfolio
Theory to Practice	Demonstrate an understanding of learning theory as it applies to teaching children [<i>Scholarship</i>]	Lesson plan, written reflection, portfolio
Professionalism	Demonstrate professional responsibility by continually learning, engaging in open self-evaluation, and demonstrating a commitment to learners and passion for improving the profession [<i>Attitudes & Dispositions, Integrity, Leadership, Service</i>]	Observation in field experiences, class participation, portfolio, Fieldwork evaluation

Implementing Knowledge: Advanced Experience

In this field experience, the candidate is expected to take an active role in designing, implementing and assessing instruction. Self- reflection is expected to be well developed. The placements for acceptable field experiences are: Professional Development Schools or Affiliated Schools. Upon completion of this course requirement, candidates will be evaluated on their performance in the field by their Clinical Faculty Member and complete a self-evaluation.

The following table represents the experiences these candidates should have and the expected outcomes. The guiding principles of SAILS are included.

Experience Strands	Candidate Responsibilities	Source of data
Observation & analysis	Demonstrate effective observation, recording, and reflection skills as necessary for teaching and assessing students [<i>Scholarship</i>]	Lesson plan, written reflection, portfolio
Classroom management	Demonstrate an understanding of effective classroom management [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan, written reflection, portfolio
Knowledge of child development & diversity	Apply knowledge of students and their communities to planning and learning activities [<i>Scholarship, Attitudes & Dispositions, Leadership</i>]	Lesson plan, written reflection, portfolio
Curriculum: Instruction & Assessment	Demonstrate an understanding of assessment strategies including performance assessments and rubrics. Demonstrate an understanding of ways to deliver effective instruction [<i>Scholarship, Attitudes & Dispositions, Leadership</i>]	Lesson plan, written reflection, portfolio
Theory to Practice	Demonstrate an understanding of learning theory as it applies to children [<i>Scholarship</i>]	Lesson plan, written reflection, portfolio
Professionalism	Demonstrate professional responsibility, conduct, and commitment by engaging in self-evaluation [<i>Attitudes & Dispositions, Integrity, Leadership, Service</i>]	Observation in field experiences, class participation, conferences, portfolio

Mastery Experience (level 4): Student Teaching: Candidates will complete an application for student teaching. The Director of Student Teaching will complete candidates' placement for student teaching. All information regarding student teaching can be found in the Student Teaching Handbook.

The following table represents the experiences these candidates should have and the expected outcomes. The guiding principles of SAILS are included.

Experience Strands	Candidate Responsibilities	Source of data
Observation & analysis	Demonstrate effective observation, recording, and reflection skills necessary for teaching and assessing students [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan & instruction, written reflection, portfolio, evaluations
Classroom management	Demonstrate effective classroom management [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan & instruction, written reflection, portfolio, evaluations

Knowledge of child development & diversity	Demonstrate knowledge of students and their learning communities in planning for learning activities [<i>Scholarship, Attitudes & Dispositions</i>]	Lesson plan & instruction, written reflection, portfolio, evaluations,
Curriculum: Instruction & Assessment	Demonstrate effective assessment strategies and effective instruction [<i>Scholarship, Attitudes & Dispositions, Leadership</i>]	Lesson plan & instruction, written reflection, portfolio, evaluations,
Theory to Practice	Demonstrate a through understanding of learning theory as it applies to teaching children [<i>Scholarship</i>]	Lesson plan & instruction, written reflection, portfolio, evaluations
Professionalism	Demonstrate professional responsibility, conduct, and commitment by engaging in self-evaluation [<i>Attitudes & Dispositions, Integrity, Leadership, Service</i>]	Observation in field experiences, class participation, conferences, portfolio, evaluations

VIII. Attendance Policy

During their first meeting, that Clinical Faculty Member and the Teacher Candidate will develop a schedule of attendance that is agreeable to both parties. Candidates are expected to adhere to the schedule, and must inform the CGM or the school of any absences or changes in the schedule. Absences must be made up. Failure to adhere consistently to the schedule will result in disciplinary action.

IX. Disciplinary Action

Candidates are obligated to abide by the Student Code of Conduct as outlined in the Southern Connecticut State University Student Handbook as well as all local, state and federal laws. Candidates must follow the standards for their respective teacher education programs and respective department. Candidates can be dismissed from the program/university for actions that are deemed inappropriate by the PDS or approved setting as well as the University/School/Department. The candidate is expected to act professionally at all times, as they not only represent themselves but the university. In addition, the SAILS foundational principles are a guide to appropriate behavior.

X. Revocation of Admission to the Professional Program

Admission to any of the professional programs at SCSU can be revoked if the candidate:

- Demonstrates unprofessional behavior or an inability to respond appropriately in various contexts affecting her/his performance as a teacher;
- Falsifies or misrepresents any documentation or information provided for programmatic, academic, or professional qualification/competency purposes;
- Achieves an unacceptable standard on the performance assessments required by the School of Education;
- Has been or is 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;
- Other due and sufficient cause

[From the SCSU Undergraduate Studies Catalog]

STATE OF CONNECTICUT 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

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

- (2.) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not;
- a. Obtain licensure or employment by misrepresentation or fraud;
 - b. Misrepresent his, her or another's professional qualifications or competencies; or
 - c. Engage in any misconduct which would impair his or her ability to teach

RESPONSIBILITY TO THE COMMUNITY:

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

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.

APPENDIX A

Art Education -- Field Work Components of Program

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) (20 hours)

Students are required to visit an area secondary school art classroom as a participant observer for no less than 20 hours. Classroom placement is coordinated through the Professional Development Schools network. 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 class session 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 final reflection paper commentary of the overall field experience is required.

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.
- ❑ Planning/organization. Notes on the art program/curriculum, student characteristics (art backgrounds, skill level). Setting instructional goals. Selection of instructional content and translation of art content into meaningful learning experiences. Research/preparation.
- ❑ 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!).
- ❑ Evaluation – of student work, of your own teaching, of the curriculum. Student self-evaluation. Art critiques as a means/source of evaluation. Portfolio assessment. Evaluation vs. testing/grading. Formal vs. informal approaches to assessment.
- ❑ Classroom management/design.

APPENDIX B

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.
5. Reflective Essay: Analyzing growth as a teacher in light of NAEYC standards reflecting growth so far.

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

APPENDIX C

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
- Lesson Planning
- 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 and 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

APPENDIX D

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:
 - 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

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:

4. Complete short- and long-term curricular planning.
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

APPENDIX E

Physical Education (K-12)

GATE 1: Beginning Experience

EXS 191 – Introduction to Exercise Science

Field Assignment: Teacher candidates' gain knowledge and competencies through twenty-five (25) total hours of field experiences. These field experiences are all observational and are intended to introduce the teacher 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 [Physical Education, Athletic Training, School Health Education and Human Performance] = Twenty (20) total hours
- Five (5) hours of professional development

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 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 – Will be taught for the first time Spring 2008)

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.). There will be 48 total hours of field experiences in this course.

GATE 2: Intermediate Experience

EXS 350 - Teaching Physical Fitness K-12

Field Assignment: Teacher candidates engage in various field experiences that include primary-age students to college-age students in the Greater New Haven area. Their experiences include assistance in and implementation of the Connecticut Second Generation Fitness Tests as well as FITNESSGRAM. Teacher candidates implement pre-tests, develop individual fitness programs, re-assessments, and post tests, and teach fitness games to primary-age students through college-age students of diverse ethnic and social backgrounds. The teacher candidates have approximately seven (7) contact hours with their students during this course.

EXS 483 – Adapted Physical Education

Field Assignment: As a part of the course requirements, teacher candidates are given the opportunity to work with one to two students with disabilities. Teacher candidates are responsible for assessing the student(s), developing an Individualized Educational Plan (IEP) for motor skills, implementing the IEP and daily lesson plan, and evaluating the progress of the student(s). Teacher candidates meet with the student(s) approximately 15 hours over the course of the semester, in a gymnasium setting as well as an aquatic setting.

GATE 3: 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. Teacher candidates are placed in local elementary schools where they develop content for

elementary school-aged children. In addition, as a group, teacher candidates develop a “special activity” for the children as a culminating event.

Beginning in Spring 2007, this field experience shifted to include teaching home-schooled children. Approximately 70 home-schooled children participate in 10 hours of physical education classes conducted by teacher candidates enrolled in EXS 394.

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. Teacher candidates visit local schools and teach units in Sport Education and the Tactical Games Approach to middle and high school-aged children. Along with their teaching, teacher candidates observe and evaluate classmates during their teaching sessions (10 hours of field experiences).

EXS 394 & 495 (For teacher candidates entering Fall 2006 or after – this experience will begin in Fall 2009)

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 32 days) applying concepts they are learning in their elementary and secondary physical education methods courses. Whenever possible, teacher candidates will be placed with the same teachers who will supervise them during their student teaching experience the following spring semester.

GATE 4: Culminating Experience

EDU 300 – Student Teaching Elementary (Elementary Internship)

EDU 400 – Student Teaching Secondary (Secondary Internship)

Field Experience: The student teaching experience consists of two eight-week sessions. Teacher candidates complete one eight-week session at an elementary site and another eight-week session at a secondary site. At each site, the intern gradually moves from assisting their mentor teacher, to taking over some responsibilities, to ultimately leading classes by themselves.

APPENDIX F

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+

APPENDIX G

History/Social Studies Grades 7-12

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 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)
- c) **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. These placements include urban, suburban, and rural locales.

In recent semesters these placements have included **urban 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.)

APPENDIX H

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:
 - 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 492 – Mathematics (Secondary School)

Field Assignment (40 hours):

This is the methods course which our students take in the spring semester prior to student teaching. Below is a list of the observations required, including what each observation should entail:

I. Field Experience Assignment

The purpose of the field experience assignment is to help preservice teachers bridge the gap between the theory learned in the methods class with the practice of those methods as observed in actual classrooms. The observations should be returned for evaluation in three reports. Each report covers an observation period of approximately four weeks. During each observation period, at least two different CFMs should be observed. The report should focus on the specific topics identified for observation as listed below. 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 observations and their reactions to those events.

Each report should include:

1. CFM'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 CFM 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 CFMs. The cooperating CFM 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 CFM's discipline policy and the principle method of maintaining discipline?
- What response did the CFM make to any particular student disruptions?
- How does the CFM handle homework?
- How does the CFM maintain his/her grade book?
- What expectations are made of the students?
- How does the CFM handle the first day of school?
- How does the CFM 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 CFMs. Specific things to look for include:

- What techniques did the CFM use for the initiation of the lesson?
- What techniques did the CFM use to close the class?
- Did the CFM 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 CFM make the transition from previously learned material to the present objectives of the lesson?
- How did the CFM 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 CFM use to make learning mathematics a sense-making experience?
- Did the CFM 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 CFMs. One of the observations should be in the Learning Resource Center/Computer Laboratory of the school, if available at this time. This may be helpful in planning Micro Lesson II. 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 CFM 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 (Minimum 15 Hours) Taken concurrently with EDU 452

Students are teaching and return once a week to discuss selected topics and observation reports. All students are required to submit a weekly e-mail journal, reflecting on their teaching for that week. Below is a list of the observations required during the weeks prior to the beginning of student teaching, 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 that were discussed in EDU 492. 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. 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.

Mastery experience: Student teaching

EDU 452 - Secondary Student Teaching (10 weeks full time)

APPENDIX I

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.

APPENDIX J

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 (taken concurrently with EDU 200)

- 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 –

- 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.