

# Southern Connecticut State University

## *Teacher Education Program*



**Field Experience Handbook**  
**Academic Year**  
**2010-2011**

## Index

I.	Introduction.	3
II.	School of Education Mission.	3
III.	Foundational Principles.	4
IV.	Roles & Responsibilities of Field Experience Team.	5
V.	Placements in the Field.	6
VI.	Professional Development School Network.	7
VII.	Sequence of Field Experience.	13
VIII.	Attendance Policy.	17
IX.	Disciplinary Action.	17
X.	Revocation of Admission to Professional Program	17
	Code of Professional Responsibility for Teachers	18
A -	Art Education.	21
B -	Early Childhood: Program & Field work courses at each level	23
C -	Elementary Education: Program & Field work courses at each level	24
D –	English: Secondary Education.	26
E -	Exercise Science: Program & Field work courses at each level	27
F –	Foreign Language: Secondary Education.	30
G -	History/Social Studies Secondary Education.	33
H -	Mathematics: Secondary Education.	35
I -	Science: Secondary Education.	38
J -	Special Education: Program & Field work courses at each level.	40

## **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"> <li>• <b>Scholarship:</b> Because we believe that teaching is an essentially intellectual endeavor, effective teacher candidates are knowledgeable, intellectually curious, and enthusiastic life long learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the content knowledge needed to teach an academic discipline</li> <li>• Demonstrate the pedagogical knowledge to teach an academic discipline</li> <li>• Plan for effective instruction</li> <li>• Assess student performance and incorporate that assessment into planning and teaching</li> <li>• Successfully use technology to support learning</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Attitudes and Dispositions:</b> 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."</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a respect for diversity</li> <li>• Demonstrate a reflective stance on teaching and learning</li> <li>• Engage in self-assessment</li> <li>• Demonstrate appropriate personal attitudes and attributes that affect her/his performance as a teacher candidate</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Integrity:</b> An ethical framework guides all our actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Act in a professional, ethical and moral manner</li> <li>• Demonstrate honesty and empathy both professionally and personally</li> <li>• Demonstrate confidentiality concerning colleagues and students</li> <li>• Demonstrate integrity and honesty in written and verbal communication, documentations, and coursework related to the professional program for teacher certification</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Leadership:</b> Teachers, counselors, coaches as well as superintendents and principals will enact their knowledge, beliefs and values and raise questions when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the interconnectedness of the relationships of students, teachers, and parents</li> <li>• Engage in critical thinking</li> <li>• 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</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Service:</b> is a willingness to care for and give to others without expectation of recompense.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute time and expertise to the community in which s/he works, lives or learns</li> </ul>

## **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**

All teacher certification candidates in the School of Education at Southern Connecticut State University are required to have a field experiences in a variety of diverse settings. In order to support candidates in the selection of those placements, we have categorized our PDS Network schools based on the based on school and district data collected by the Connecticut State Department of Education. Based on that data, we have designated schools as either *Moderate* or *High Needs* and have listed them here.

### **PDS Network**

#### ***Moderate Needs Schools***

##### **ACES-Hamden**

##### **Wintergreen Interdistrict Magnet School K-8**

670 Wintergreen Avenue

##### **Amity School District**

##### **Amity Middle School, Orange**

130 Ohman Avenue  
Orange, CT

##### **Amity Middle School, Bethany**

190 Luke Hill Road  
Bethany, CT

##### **Amity Regional Senior High School**

25 Newton Road  
Woodbridge, CT

##### **Branford Public Schools**

##### **Branford Early Learning Center**

**Indian Neck School**  
12 Melrose Avenue

##### **Branford High School**

185 East Main Street

##### **Mary R. Tisco Elementary School**

118 Damascus Road

##### **Mary T. Murphy Elementary School**

14 Brushy Plain Road

##### **Walsh Intermediate School**

185 Damascus Road

**Derby Public Schools**

**Bradley Elementary School**  
155 David Humphreys Road

**East Haven Public Schools**

**Dominick H. Ferrara Elementary School**  
22 Maynard Road

**Hamden Public Schools**

**Bear Path Elementary School**  
10 Kirk Road

**Hamden High School**  
2040 Dixwell Avenue

**Hamden Middle School**  
2623 Dixwell Avenue

**Spring Glen Elementary School**  
1908 Whitney Avenue

**West Woods Elementary School**  
350 West Todd Street

**Milford Public Schools**

**Alternative Education High School**  
40 Quirk Road

**Calf Pen Meadow Elementary School**  
395 Welch's Pt. Road

**East Shore Middle School**  
240 Chapel Street

**Joseph A. Foran High School**  
80 Foran Drive

**Harborside Middle School**  
175 High Street

**John F. Kennedy Elementary School**  
404 West Avenue

**Jonathan Law High School**  
20 Lansdale Avenue

**Live Oaks Elementary School**  
575 Merwin Avenue

**Mathewson Elementary School**  
466 West River Street

**Meadowside Elementary School**  
80 Seeman's Lane

**Orange Avenue Elementary School**  
260 Orange Avenue

**Orchard Hills Elementary School**  
185 Marino Drive

**Pumpkin Delight Elementary School**  
27 Art Street

**West Shore Middle School**  
70 Kay Avenue

**New Haven Public Schools**

**Sound Regional Magnet High School**  
60 South Water Street

**Worthington Hooker School (K-8)**  
180 Canner Street  
**Hooker Middle School (5-8)**  
804 State Street

**North Branford Schools**

**Jerome Harrison Elementary School**  
335 Foxon Road

**North Branford High School**  
49 Caputo Road

**Stanley T. Williams Elementary School**  
1332 Middletown Avenue, Northford

**Totoket Elementary School**  
1388 Middletown Avenue, Northford

**Orange Public Schools**

**Mary L. Tracey Elementary School**  
650 School House Lane

**Peck Place Elementary School**  
500 Peck Lane

**Race Brook Elementary School**  
107 Grannis Road

**Turkey Hill Elementary School**  
441 Turkey Hill Road

**Wallingford Public Schools**

**Cook Hill Elementary School**  
57 Hall Road

**Dag Hammarskjold Middle School**  
106 Pond Hill Road

**Evarts C. Stevens Elementary School**  
18 Kondracki Lane

**Highland Elementary School**  
200 Highland Avenue

**James H. Moran Middle School**  
141 Hope Hill Road

**Lyman Hall High School**  
70 Pond Hill Road

**Mark T. Sheehan High School**  
142 Hope Hill Road

**Moses Y. Beach Elementary School**  
304 North Main Street

**Parker Farms Elementary School**  
30 Parker Farms Road

**Pond Hill Elementary School**  
299 Pond Hill Road

**Rock Hill Elementary School**  
911 Durham Road

**Yalesville Elementary School**  
415 Church Street

**West Haven Public Schools**

**Seth G. Haley Elementary School**  
148 South Street

**Alma E. Pagels Elementary School**  
26 Benham Hill Road

*High Needs Schools*

*Ansonia Public Schools*

**Ansonia Middle School**  
115 Howard Avenue

**Ansonia High School**  
20 Pulaski Highway

**John Prendergast Elementary School K-12**  
59 Finney Street

**John Mead Elementary School**  
75 Ford Street

*Bridgeport Public Schools*

**Barnum Elementary School PreK-8**  
495 Waterview Avenue

**Beardsley Elementary School PreK-8**  
500 Huntington Road

**Blackham Elementary School K-8**  
425 Thorne Street

**Black Rock Elementary School K-6**  
545 Brewster Street

**Bridgeport Learning Center  
Alternative Program**  
280 Tesiny Avenue

**Cesar Batalia Elementary School**  
606 Howard Avenue

**Columbus Elementary School PreK-8**  
300 University Avenue

**Classical Studies Academy, K-6**  
240 Linwood Avenue

**Dunbar Elementary School K-8**  
445 Union Avenue

**Edison Elementary School K-6**  
115 Boston Terrace

**Geraldine Johnson Elementary School  
PreK-8**  
475 Lexington Avenue

**Hall Elementary School K-6**  
290 Clermont Avenue

**Harding High School**  
1734 Central Avenue

**Thomas Hooker Elementary School K-8**  
138 Roger Williams Road

**Jettie S. Tisdale Elementary School PreK-8**  
250 Hollister Avenue

**Longfellow Elementary School PreK-8**  
139 Ocean Terrace

**Luis Muñoz Marin Elementary School  
PreK-8**  
479 Helen Street

**Madison Elementary School K-6**  
376 Wayne Street

**Make the Grade Alternative Program**  
86 Whitter Street

**Multicultural Magnet School K-8**  
700 Palisade Avenue

**Park City Magnet School PreK-8**  
1526 Chopsey Hill Road

**Roosevelt Elementary School PreK-8**  
680 Park Avenue

**Skane Elementary School PreK-1**  
2977 North Madison Avenue

**Waltersville Elementary School PreK-8**  
150 Hallett Street

**Wilbur Cross Elementary School K-8**  
1775 Reservoir Avenue

**Derby Public Schools**

**Derby Middle School**  
8 Nutmeg Avenue

**Derby High School**  
8 Nutmeg Avenue

**Irving Elementary School**  
9 Garden Place

**East Haven Public Schools**

**Robert W. Carbone Elementary School**  
67 Hudson Street

**Deer Run Elementary School**  
311 Foxon Road

**Momauguin Elementary School**  
99 Cosey Beach Road

**Grove J. Tuttle Elementary School**  
108 Prospect Street

**Hamden Public Schools**

**Church Street Elementary School**  
95 Church Street

**Dunbar Hill Elementary School**  
315 Lane Street

**Helen Street Elementary School**  
285 Helen Street

**Ridge Hill Elementary School**  
120 Carew Road

**Shepherd Glen Elementary School**  
Skiff Street Extension

**Meriden Public Schools**

**Benjamin Franklin Elementary School**  
426 West Main Street

**Casimer Pulaski Elementary School**  
100 Clearview Avenue

**Hanover Elementary School**  
208 Main Street

**Isreal Putnam Elementary School**  
133 Parker Avenue

**John Barry Elementary School**  
124 Columbia Street

**Lincoln Middle School**  
164 Centennial Avenue

**Francis T. Maloney High School**  
121 Gravel Street

**Nathan Hale Elementary School**  
277 Atkins Street

**Platt High School**  
220 Coe Avenue

**Roger Sherman Elementary School**  
64 North Pearl Street

**Thomas Hooker Elementary School**  
70 Overlook Road

**Washington Middle School**  
1225 North Broad Street

**Milford Public Schools**

**Simon Lake Elementary School**  
59 Devonshire Road

**New Haven Public Schools**

**Barnard Environmental Studies Magnet School**  
**K-8**  
170 Derby Avenue

**Benjamin Jepson PreK-8 Magnet School**  
15 Lexington Avenue

**Bishop Woods School K-8**  
460 Lexington Avenue

**Celentano Museum Academy K-8**  
400 Tanner Street

**Conte/West Hills K-8 Magnet School**  
511 Chapel Street

**East Rock Magnet School K-8**  
133 Nash Street

**Edgewood Magnet School**  
737 Edgewood Avenue

**Hill Regional Career High School**  
140 Legion Avenue

**James Hillhouse High School**  
480 Sherman Parkway

**John C. Daniels PreK-8 School**  
569 Congress Avenue

**John S. Martinez K-8 School**  
100 James Street

**King/J. Robinson I.B. Magnet School K-8**  
150 Fournier Street

**Nathan Hale Elementary School**  
480 Townsend Avenue

**Truman K-8 School**  
114 Truman Street

**Wilbur Cross High School**  
181 Mitchell Drive

**West Haven Public Schools**

**Harry M. Bailey Middle School**  
106 Morgan Lane

**Mary V. Carrigan Middle School**  
2 Tetlow Street

**Forest Elementary School**  
95 Burwell Road

**Edith E. Mackrille Elementary School**  
806 Jones Hill Road

**Anna V. Malloy Elementary School**  
225 Meloy Road

**Savin Rock Elementary School**  
50 Park Street

**Clarence E. Thompson Elementary School**  
165 Richards Street

**Washington Elementary School**  
369 Washington Avenue

**West Haven High School**  
1 McDonough Plaza

## 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.

<b>Experience Strands</b>	<b>Candidate Responsibilities</b>	<b>Source of data</b>
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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 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.

<b>Experience Strands</b>	<b>Candidate Responsibilities</b>	<b>Source of data</b>
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 &amp; 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 &amp; 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 &amp; 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 &amp; 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.

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

#### Art Education: Diversity in Field Experience

Art Teachers must be prepared to teach art content and use materials as a way to respond to students with a broad range of abilities and disabilities. Furthermore, as soon as possible art teacher candidates should be exposed to a range of diverse educational settings. The objective of the art education program at SCSU is to insure that all certification candidates have experiences in diverse settings, learning styles and environments. Diversity includes children with special needs, the gifted and talented, and children with mental and physical disabilities and behavioral disorders. Diversity considers urban, city and private schools as well as adult education programs, prison and hospital settings.

#### EDU 201 -- Introduction to the Teaching Professions

**Field placement: Candidates perform fieldwork at a school with Moderate Needs within the PDS Network.**

#### 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- Introduction to Art Education requires art education candidates to spend 10 hours each in moderate and high needs settings. Students may choose sites from the SCSU PDS network or find sites with the approval of the instructor. Fieldwork observations should be within one half hour travel distance to insure time for written journal reports, participation and final classroom presentation. These can be in any grade level or institutions of learning- public or private.

## Practicing new knowledge: Intermediate experience

Art 370- Art Education in the Elementary Schools requires art education students to be placed in two different observation sites for a total of 15 hours. These must be in grades K-6. One should be in a moderate needs setting and the other in a high needs setting. These settings should be within one half hour of travel time. There will be two separate reports based on guidelines specified by the instructor.

Art 371- Art in the Secondary School requires art education students to participate in two separate secondary placements for a total of 20 hours. One placement should be in a moderate needs placement and the other in a high needs setting. The student should be cognizant of the range of placements from the previous art education courses.

## 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 Placement – Candidates perform fieldwork in a school of their choice within the PDS network.

Fieldwork Assignments:

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 Placement – Candidates perform fieldwork in school with Moderate Needs in the PDS Network.

Fieldwork Assignments:

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

#### Implementing knowledge: Advanced experience

EDU 312, Integrated Curriculum for the Primary Classroom [40 hours]

#### Field Placement – Candidates perform fieldwork in school with High Needs in the PDS Network.

Fieldwork Assignments:

1. 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.

#### Mastery experience: Student teaching

Candidates successfully complete two student teaching assignments in an *urban* setting and in a *suburban* setting.

EDU 300, Student Teaching I

EDU 400, Student Teaching II

Field Placement – **urban and suburban settings**

Assignment:

1. Student Teaching Work Sample

EDU 485, Student Teaching Seminar

## APPENDIX C

### Elementary Education

(Includes Bilingual certification program)

#### Exploring the profession – Introductory experience

EDU 200, Principles of Education (taken concurrently with SED 225, Introduction to Exceptional Individuals) (40 hours)

#### Field Placement – Candidates perform fieldwork in a school of their choice within the PDS Network.

Fieldwork Assignments:

1. Fieldwork journal covering the following topics:

- Classroom context
- Diverse learners
- Classroom management
- Initiation of instruction
- Closure
- Assessment

2. Fieldwork Reflective essay

3. Lesson Plan

#### Practicing new knowledge: Intermediate experience

EDU 309, Integrated Curriculum for the Young Child, PreK-K (Taken concurrently with EDU 312) (40 hours)

#### Field Placement – Candidates perform fieldwork in a school with *Moderate Needs*.

Fieldwork Assignments:

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 Placement - Candidates perform fieldwork in a school with *Moderate Needs*.

Fieldwork Assignments:

1. Three integrated lessons for (language arts, mathematics, and science or math) -- students plan, teach, and complete a comprehensive evaluation. One integrated lesson must include art, music or movement.

#### 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 Placement - Candidates perform fieldwork in a school with *High Needs*.

Fieldwork Assignments:

1. Students plan, teach, and reflect upon four integrated, differentiated lessons.

### **Mastery experience: Student teaching**

Candidates successfully complete two student teaching assignments in an *urban setting* and in a *suburban setting*.

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

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

Field Placement: urban and suburban settings

Assignments:

1. Student Teaching Work Sample
2. Short and long term planning
3. Planning, execution and evaluation of lessons in all areas of the curriculum
4. Becoming a team teacher with the cooperating teacher
5. 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)

##### Field Placement – Candidates perform fieldwork in a school with Moderate Needs within the PDS Network.

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:

##### Field Placement – High Needs

Students in EDU 413 are required to spend 40 hours in either a middle school a high school setting. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic, and develop and teach a lesson. When possible, the lesson will be videotaped for review and reflection. The course covers instructional concepts such as learning styles, teaching strategies, lesson planning, and methods of differentiation. Candidates also review

the components of effective classroom management, 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

Secondary 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 literature in secondary English classrooms. Placed in middle or high schools with “high needs,” students are required to observe 3 class periods and complete reflective, observational reports. Students will also design 2 literature-based lessons, teach them, and evaluate the execution of these lessons.

**Total Hours Involved:** 3 hours of observation, 2 hours of teaching, approximately 15 hours of observation, planning for instruction, and post-teaching reflection.

### **Implementing knowledge: Advanced Experience**

ENG 493—Secondary School (English)

In this methods course focusing on the teaching of writing, students engage weekly in two hours of observation in the English/Language Arts classroom in a moderate needs school. Students submit a time card which indicates the types of activities they observed and the hours of observation each week. Students also engage in reflection in a variety of reflective protocols regarding specific topics. These reflections are designed to engage the student in observation and analysis of their experiences in the classroom. Specifically, reflection topics are: 1) assessing student writing; 2) the teaching of grammar in context; 3) teaching the same lesson to different student groups; 4) developing multi-disciplinary curriculum; and 5) a mini teacher-researcher project. Three of the five reflections require the student, under the direction of their placement teacher, to design and implement lesson plans and to reflect on those experiences. Students participate in a total of 30 hours of observation and teaching at their school site.

**Total Hours Involved:** 30 hours

### **Mastery experience: Student teaching**

EDU 455— Secondary School Student Teaching in English and EDU 453—Seminar in English

Candidates spend a full semester in the field working with secondary students in area schools with “moderate needs” and collaborating with a cooperating teacher. Candidates concurrently attend a seminar, in which they develop a student teaching portfolio that showcases their reflective practice, lesson planning competence, their effect on student learning, and other curricular materials.

**Total Hours Involved:** 16 weeks of full-time work; 560 + hours total

## APPENDIX E

### Physical Education (K-12)

#### Exploring the profession – Introductory experience

EXS 191 – Introduction to Exercise Science

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

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

EXS 291 – Exploring Teaching in Physical Education

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

**Schools: both Moderate needs (3) and high needs (3), Highville Mustard Seed School, St. Martin DePorres Academy**

EXS 292 – Instructional Strategies for Physical Education (For teacher candidates entering Fall 2006 or after)

*Field Assignment:* Within this course, teacher candidates will receive a "world of work" experience, rich with guidance and supervision. It will extend the learning and experience begun in EXS 291 while adding additional knowledge and insight into the teaching/learning environment (i.e. behavior management, organizational strategies specific to physical education, various teaching styles, etc.).

**Schools: Moderate needs**

#### Practicing new knowledge: Intermediate experience

EXS 350 – Teaching K-12 Fitness

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

**Schools: Moderate needs (3) and High needs (7), Sacred Heart Academy, St. Martin DePorres Academy**

EXS 483 – Adapted Physical Education

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

**Schools: Hamden Transition Academy (all students are with disabilities), the field experience is on campus site. Also, students and adults with multiple disabilities from Department of Mental Retardation South Region come on campus for adapted physical activity program. The teacher candidates conduct their field experience on campus to teach the students with disabilities either one-on-one or in a small group setting.**

#### Implementing knowledge: Advanced experience

#### EXS 394 – Elementary Physical Education Methods

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

Beginning in Spring 2007, this field experience shifted to include teaching home-schooled children. Approximately 70 home-schooled children participate in physical education classes conducted by the students 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. The teacher candidates are placed in local middle and high schools and teach a minimum of two classes to middle and high school-aged children. Along with their teaching, teacher candidates observe and evaluate classmates during their teaching session.

**Schools: Moderate needs (6) and High needs (4)**

#### EXS 394 & 495 (For teacher candidates entering Fall 2006 or after)

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

**Schools: Moderate needs (20) and High needs (3)**

#### **Mastery experience: Student teaching**

EXS 300 – Student Teaching Elementary

EXS 400 – Student Teaching Secondary

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

**Schools: Moderate (24) and High needs (4)**

## APPENDIX F

### Foreign Language Certification Program (Department of World Languages and Literatures)

#### Exploring the profession – Introductory experience

##### Field Placement – Candidates perform fieldwork in a school with Moderate Needs within the PDS Network.

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

Field Placement – Candidates perform fieldwork in a school of their choice within the PDS Network.

- 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

##### Field placement – High needs

Students in EDU 413 are required to spend 40 hours in either a middle school or a high school setting. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic, and develop and teach a lesson. When possible, the lesson will be videotaped for review and reflection. The course covers instructional concepts such as learning styles, teaching strategies, lesson planning, and methods of differentiation. Candidates also review

the components of effective classroom management, 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; three observations have to be conducted in schools, with *Moderate Needs* and the other three observations are conducted in schools with *High Needs*.
- 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)

**Field Placement – Candidates perform fieldwork in a moderate needs school within the PDS Network.**

- 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

**Field Placement – High Needs schools**

Students in EDU 413 are required to spend 40 hours in either a middle school or a high school setting. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic, and develop and teach a lesson. When possible, the lesson will be videotaped for review and reflection. The course covers instructional concepts

such as learning styles, teaching strategies, lesson planning, and methods of differentiation. Candidates also review the components of effective classroom management, 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)

#### **Field Placement – Moderate Needs**

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)

#### Field Placement – Candidates perform fieldwork in a moderate needs school within the PDS Network.

- 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

#### Field Placement – High Needs

Students in EDU 413 are required to spend 40 hours in either a middle school or a high school setting. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic, and develop and teach a lesson.

When possible, the lesson will be videotaped for review and reflection. The course covers instructional concepts such as learning styles, teaching strategies, lesson planning, and methods of differentiation. Candidates also review the components of effective classroom management, 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 Placement- Moderate needs**

Field Assignment (minimum 15 hours):

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

#### **I. School Visitation Assignment**

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

Each report should include:

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

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

Report 1. Students should observe the first few days of the academic year as indicated in the letter you received.

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

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

Report 2.

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

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

### Report 3.

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

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

### **Mastery experience: Student teaching**

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

EDU 453, Student Teaching Seminar

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

## APPENDIX I

### Science Education Field Experiences

#### Exploring the profession – Introductory experience

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

#### Field Placement – Candidates perform fieldwork in a moderate needs school within the PDS Network.

- 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

#### Field Placement – High Needs

Students in EDU 413 are required to spend 40 hours in either a middle school or a high school setting. Candidates will, in collaboration with the cooperating teacher, identify an appropriate topic, and develop and teach a lesson. When possible, the lesson will be videotaped for review and reflection. The course covers instructional concepts such as learning styles, teaching strategies, lesson planning, and methods of differentiation. Candidates also review the components of effective classroom management, 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

- **Students will be able to choose between a high and moderate needs placement for this experience.**
- 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

- **Students will be required to be placed in a high needs placement for this experience.**
- Students will choose from a moderate needs placement for this experience.
- 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

- **Students will be required to be placed in a moderate needs placement for this experience.**
- Observation and reflection on a planning and placement team meeting

SED 335 – Teaching individuals with physical disabilities

- **Students will be required to be placed in a moderate needs placement for this experience.**
- Interview with an individual with a physical or health disability

SED 375 – Classroom management techniques in educational settings

- **Students will be required to be placed in a high needs placement for this experience.**
- Observation of a classroom to assess implementation of learned behavior management techniques. Students observe and react in a paper.
- Development of a behavior management plan.

#### Implementing knowledge: Advanced experience

SED 365 – Basic principles of academic assessment and remediation

- **Students will be required to be placed in a high needs placement for this experience.**
- 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 will be required to be placed in a high needs placement for this experience.**
- 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 under 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 will be required to be in a high needs placement for this experience.**
- 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

- **Students will be required to be in a high needs placement for this experience.**
- 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**

- Students will be placed in student teaching experiences as appropriate placements are available with the PDS Network. **An attempt will be made to place students in one moderate needs placement and one high needs placement.**
- 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.