



UNIVERSITY OF  
NEW HAVEN

# Graduate Education

## Student Program Handbook

SEPTEMBER 2011 - JULY 2012



Dear Graduate Education Students:

It is with pleasure that we share the *UNH Education Department Student Program Handbook*, a resource designed to provide information which will be a helpful guide through the Graduate Education Program and towards Connecticut teacher certification. Please read this *Handbook* carefully and save it as a future reference. It is designed to answer many of students' frequently asked questions.

Throughout the United States, there is a shortage of quality teachers – there are many who enter the profession, but many fewer who stay in the profession and become the kind of teacher we all wanted when we were students ourselves. At UNH, we strive to help you become one of these few. Our education program integrates theory, practice, and experience as we know that this multifaceted approach will prepare you well, giving you knowledge & skills, and nurturing the dispositions you need to serve the learning needs of a diverse, contemporary student population.

All faculty and staff are here to assist you and we urge you to become well acquainted with your academic advisor as your primary source of information, support, and guidance. We have provided a list of department contacts in order to assist you in this process.

On behalf of the entire Education Department faculty and staff, welcome to the Graduate Education Program. We are very pleased you have chosen to join us in practicing the finest profession on earth, and we wish you much success and satisfaction in your studies.

Sincerely,

Nancy S. Niemi, Ph.D.  
Chairperson & Associate Professor  
Education Department

*All policies and information contained within this Student  
Program Handbook are superseded by the current  
Graduate Catalog.*

**Please refer to the Graduate Catalog for information  
pertaining to health insurance, loan deferment, financial aid,  
and other general University matters.**

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## **MISSION STATEMENT**

The mission of the UNH Graduate Teacher Education Department is to prepare candidates for teaching, primarily in Connecticut public schools. The Education Department strives to recruit, prepare, and sustain the highest quality individuals as pre-service professionals enabling them to perform with distinction in serving the learning needs of today's diverse, contemporary student population.

The Education Department believes that students do not acquire knowledge passively, but construct knowledge through the integration of theory, practice, and experience. The department provides a theoretical foundation of pedagogy as well as a sequenced series of pragmatic learning experiences, which complement students' knowledge and background. One of the unique aspects of our program is the fact that many of our students enter the program as mature learners with varied backgrounds and successful careers in other professions. The goal of the department is to assist our students in synthesizing their knowledge and experiences so that they may become highly qualified teachers who are knowledgeable, skilled, caring, and effective professionals who can meet the challenge of teaching all students. It is the responsibility of the department to provide a curriculum and pedagogy that is firmly established in research and grounded in practice to meet the needs of this diverse learning community effectively.

New technologies have contributed to the proliferation of information and resources. Technology has changed the way we access information and the way we teach and learn. Basic skills have been broadened to include computer skills, information literacy and the social and collaborative skills needed to function in increasingly diverse workplaces. "Millennial students" are likely to prefer collaboration, multi-tasking, instant messaging and other forms of digital communication. Tomorrow's learners – both teachers and students – will need to be proficient in the new technologies. Such technologies may include distance learning, multimedia, and digital technologies that require new literacy and information competencies, such as internet search strategies and critical literacy. Thus technology serves a critical need for tomorrow's learners and, today's classrooms must begin to "infuse technology and information fluency into all aspects of students' learning experiences" (Kaplan, 2005).

Consistent with research based on teacher preparation for today's classrooms, the University of New Haven endorses a model for teacher education that envisions the teacher functioning in a rapidly changing society. For example, student populations are becoming increasingly diverse and teachers are being encouraged to differentiate instruction in response to individual student needs.

Thus, future teachers must develop the knowledge, skills and disposition to be highly qualified, caring professionals prepared to teach diverse groups of students in various settings. As microcosms of society, today's classrooms reflect a wide range of individual student differences in experience, aptitude, motivation, interest, gender, race, and ethnicity. For example, one of the most significant changes involves the education of students with special needs. The definition of

students with special needs has expanded to include more populations of diverse learners, while simultaneously the boundaries separating general and special education have become minimized. The majority of exceptional students are included in the general education classroom. These trends have significant implications for teacher education. In addition to knowing content and pedagogy, future teachers also need to develop an understanding of complex instructional needs of all learners.

Therefore, to keep pace in an ever-changing society, teachers and students must be prepared to be life-long learners and to continue to expand their teaching repertoires throughout their careers as educators. Teachers in the 21<sup>st</sup> century must be thoughtful, reflective practitioners prepared to teach and learn within a changing environment, including the social, economic, technological and professional contexts in which they work.

Consistent with its mission, the Education Department strives to recruit, prepare, and sustain the highest quality individuals and to assure their success in serving the learning needs of Connecticut's culturally, linguistically, and economically diverse student population.

Our Conceptual Framework reflects our philosophy and commitment to prepare the highest quality professionals capable of making decisions that impact student learning. Emphasizing the connection between theory and practice, our program affords our candidates multiple and ongoing opportunities for experiential, collaborative, and discovery-based learning as they are guided by faculty and as they collaborate with practicing teachers/colleagues to connect their field experiences with coursework.

To prepare teachers, our program integrates knowledge of content and pedagogy with opportunities to acquire instructional and assessment skills, bolstered by the skillful and purposeful use of technology. Because schools and students are different, our program sensitizes candidates to individual learners' needs and raises candidates' awareness of the impact of school and community contexts on learners and learning. Additionally, our candidates develop the capacity to reflect and self-assess so that they are prepared to continue to learn from teaching.

The following Conceptual Framework guides our program development, evaluation, and improvement efforts. Our program and course objectives are linked to our candidate proficiencies, which we have identified in the Conceptual Framework.

## **University of New Haven Graduate Teacher Education Program Conceptual Framework**

In keeping with the Unit's philosophy, the Unit identified four principles that guide its programs and promote a culture of effectiveness in the education profession overall. These principles include our belief that professional education practitioners hold the following commitments: (1) lifelong commitment to intellectual development of self; (2) pedagogical & curricular development – that teachers possess a strong foundational pedagogical skill set; (3) a sense of teacher efficacy – that effective teachers can change their students' lives through the power that comes from learning, and that they can also change the conditions of public education; and finally, (4) cultivation and demonstration of professional dispositions. From the Unit's philosophy and these principles, the Conceptual Framework's theme, "Preparing teachers for as they are and as they could be" was developed.

Based on input received from the fulltime and part-time faculty of the Education Department, from current Education Department students, and from public school teachers and administrators, the Unit identified the NCATE Standards and the INTASC standards which, along with the Connecticut State Department of Education Common Core of Teaching, we believe encompass the knowledge, skills and dispositions related to effective candidate performance. These domains were then further defined by a corresponding proficiency in which our candidates are assessed. These domains and proficiencies are consistent across the Unit's programs thus enhancing the coherence of our pre-service teacher preparation program with the Conceptual Framework. We reviewed the Connecticut Common Core of Teaching as well as the INTASC standards and standards articulated by Specialized Professional Associations (SPA). We reviewed the current research base and standards, and we identified what we expected our candidates to know and be able to do, in a list of 11 candidate proficiencies.

Ultimately, these proficiencies are in service of the Unit's commitment to helping pre-service teachers become practitioners who are effective teachers in schools as they exist, even as they work to make their schools and communities examples of public education as it could be.

### Educators with feet on the ground and eyes on the sky

We believe that powerful professional educators are, among other things, reflective decision makers who maintain that all students can learn. In general, reflective decision-making involves:

1. finding clear and fruitful ways of characterizing problems and opportunities;
2. careful, well-informed consideration of possibilities or alternatives for action;
3. thoughtful and fair assessment of choices made and implemented (Dewey, 1922, 1933; Gardner, 1996; Schön, 1984).

We believe that reflective practitioners in professional education contexts:

- Make informed, rational, and appropriate choices in a variety of learning contexts and assume responsibility for those choices. Actively pursue learning themselves, as practitioners, mentors, coaches, and co-creators, with their students, of meaningful learning experiences and environments where all students can learn (Lave and Wenger, 1991).
- Critically examine received knowledge as well as their own and others' experienced-based perceptions, strategies, and conventional wisdom about schooling and learning.
- Draw routinely from the professional knowledge base that includes both “personal, practical knowledge” (Clandinin & Connelly, 1995), as well as scholarship on educational theories and best instructional practices.
- View teaching as a dynamic process of renewal and re-examination in light of the refinement of established models and the emergence of new ones.

Therefore, it follows that the conceptual framework that guides programs for the preparation of educators at the University of New Haven is grounded in a vision of American schooling that is an essential part of a democratic society (Feiman-Nemser & Remilard, 1996; Richardson, 1996). What follows is an elaboration of the skills, knowledge, dispositions, commitments, beliefs, and values we aim to develop and foster in our candidates.

### The Unit's Beliefs about Educators' Knowledge, Skills and Dispositions

The Unit believes that professional educators must acquire the knowledge and skills necessary to make fully-informed and ethical decisions (Shulman, 1986, 1987). With a foundational knowledge base of subject matter, professional knowledge, and pedagogical skills, professional educators can actively engage students in the learning process and in connecting this learning to their lives in meaningful ways (Darling-Hammond & Bransford, 2005; Gutierrez & Rogoff, 2003)). Professional educators must also be supported in their development and cultivation of dispositions towards their students and their profession that are learner-centered, ethical, socially and culturally respectful, and fair (Moje & Speyer, 2008; Stoddard et al., 2007).

More specifically, we believe that:

#### *Knowledge*

- A broad liberal arts education serves as a strong foundation for human learning and development (Shulman, 1987)

- Knowledge of cultural, historical, and socio-political contexts in which Western educational practices have developed is critical as a basis for understanding, evaluating, and improving schooling (Apple, 199x; Giroux & Shannon, 1997)
- Knowledge of theories of human development is crucial for the development of appropriate, effective, and respectful instructional strategies (Piaget, 1973; Vygotsky, 1930/1978)
- Knowledge of current and evolving pedagogical theories are essential for development of a foundational professional knowledge-base upon which educators can build (Good & Brophy, 2004)
- Content or subject area knowledge must be developed to a point where educators can understand the ideas, theories, and controversies in which each knowledge base is located; educators must know the resources available for further development of these subject areas (Boyer, 1983; Chen, 1995; Goodlad, 1990; Strauss et al. 1998)
- Knowledge of current research, internally-generated data, and of the sources for locating new research contributes to pedagogical development
- Self-knowledge as a mechanism for continuous development of pedagogical and content knowledge, supports an educator's commitment to all students (Darling-Hammond & Bransford, 2005; hooks, 2003; Goodson, 2003).

### *Skills*

- Educators are first and foremost instructional leaders and informed, proactive decision-makers who play a central role in the development of classroom community (Glasser, 1986; hooks, 2003; Parker, 1998), curricular development and instruction (Good & Brophy, 2004; Shulman, 1986), and assessment (Coiro, et al. 2008)
- Educators must be skilled critical thinkers and excellent communicators (Cazden 1986; Dewey, 1933; Harrington, 1992; Lave & Wenger, 1991)
- Educators must be open-minded professionals who are skilled at creating learning environments that serve all learners' needs, including and especially diverse learners' needs (Brandt, 1994; Corno & Randi, 2005; Corno & Snow, 2006; Schneider, 1996)
- Educators need to develop and maintain finely-tuned interpersonal skills in order to communicate effectively with colleagues, parents, all communities of practice, and most of all, with their students (Banks, 2001; Gutierrez & Rogoff, 2003)

### *Professional Dispositions*

- Educators are highly reflective, using feedback from students, colleagues, research, and self to continuously develop their skills and to meet their students' and communities' needs (Ayers, 1990; Goodman, 1989; Grimmet et al. 1990; Palmer, 2003)
- Educators are passionate teachers; they develop and maintain intellectual curiosity, and they are thoroughly dedicated to their students' emotional, intellectual, and physical well-being (Diez, 2006; hooks, 2003; Schon, 1984, 1987)
- Educators are responsible for creating and maintaining respectful, equitable environments in which diverse students are free and able to express themselves and their learning needs (Gay, 2002; Good & Brophy, 2004; Sockett, 2006; Swick, 2001)
- Educators are knowledgeable about and responsible for dealing proactively with issues of human diversity, disability, and equality; they are responsible for continuous self-challenge for deeper understanding of these and the surrounding issues (Banks, 2002; Baruth & Manning, 2000; Gay, 2002; Grant & Sleeter, 2006; Nieto, 2004)
- Educators are ethical people who hold all students' well-being in the most respectful regard; they are willing and able to develop students' individual and collective abilities so as to foster their success (hooks, 2003; Scherer 1997; Valli, 2002).

### The Unit's General Learning Outcomes

The curricula of professional education programs at University of New Haven reflect our Unit's commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national, and professional accreditation organizations. Our programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

University of New Haven professional education graduates will demonstrate competence in:

1. *Foundations*: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. *Research*: knowledge of the research base that guides effective practice and how to use the research base to inform candidate's beliefs, choices, and actions.

3. *Subject Matter*: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
4. *Learning and Development*: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
5. *Reflective skills*: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
6. *Technologies*: knowledge and skills in the use of technologies appropriate to the candidate's field of study and to pedagogical practice in general.
7. *Pedagogical skills*: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
8. *Assessment*: the skills to conduct valid and reliable assessments of their students' learning, and use that assessment to improve learning and development for their students.
9. *Dispositions*: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
10. *Diversity*: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
11. *Collaboration and Initiative*: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.

## DIRECTORY OF EMAIL ADDRESSES and TELEPHONE NUMBERS

<u>Faculty &amp; Staff</u>	<u>Title</u>	<u>Email</u>	<u>Phone Number</u>
Nancy S. Niemi, Ph.D.	Chairperson & Associate Professor of Education	<a href="mailto:nniemi@newhaven.edu">nniemi@newhaven.edu</a>	203-932-7466
Amanda Bozack, Ph.D.	Assistant Professor of Education	<a href="mailto:abozack@newhaven.edu">abozack@newhaven.edu</a>	203-932-7039
John Ciochine, Sixth Year Degree	Capstone Coordinator & Instructor	<a href="mailto:jciochine@newhaven.edu">jciochine@newhaven.edu</a>	203-932-7036
Phyllis Gwatkin, Sixth Year Degree	Certification Officer	<a href="mailto:pgwatkin@newhaven.edu">pgwatkin@newhaven.edu</a>	203-932-7336
Catherine Koehler, Ph.D.	Assistant Professor of Education	<a href="mailto:ckoehler@newhaven.edu">ckoehler@newhaven.edu</a>	203-479-4271
Nicholas Maiorino, Sixth Year Degree	Internship Recruitment Coordinator	<a href="mailto:nmaiorino@newhaven.edu">nmaiorino@newhaven.edu</a>	203-932-7009
Patricia Maiorino, Sixth Year Degree	Instructor	<a href="mailto:pmaiorino@newhaven.edu">pmaiorino@newhaven.edu</a>	203-479-4524
Susanne Murphy, Sixth Year Degree	Director of Student Teaching & Instructor	<a href="mailto:smurphy@newhaven.edu">smurphy@newhaven.edu</a>	203-932-7042
Ian O'Byrne, Ph.D.	Assistant Professor of Education	<a href="mailto:iobyrne@newhaven.edu">iobyrne@newhaven.edu</a>	203-479-4272
David Perry, Ed.D.	Asst. Internship Coordinator & Instructor	<a href="mailto:dperry@newhaven.edu">dperry@newhaven.edu</a>	203-932-7392
Judy Randi, Ed.D.	Associate Professor of Education	<a href="mailto:jrandi@newhaven.edu">jrandi@newhaven.edu</a>	203-479-4526
Lawrence Roberts, Sixth Year Degree	Coordinator of Southeastern Programs & Instructor	<a href="mailto:lroberts@newhaven.edu">lroberts@newhaven.edu</a>	860-701-5458
Louise Soares, Ph.D.	Professor of Education	<a href="mailto:lsoares@newhaven.edu">lsoares@newhaven.edu</a>	203-932-7477
Michelle Ward, Ph.D	NCATE Coordinator & Data Analyst	<a href="mailto:mward@newhaven.edu">mward@newhaven.edu</a>	203-479-4278
Ms. Ellen Flannery	Administrative Secretary	<a href="mailto:eflannery@newhaven.edu">eflannery@newhaven.edu</a>	203-932-7037

## WHOM TO CONTACT WHEN YOU NEED EDUCATION PROGRAM ANSWERS

### First step:

Use the *Student Handbook* to answer questions directly related to the program:  
(For example: graduation information/petition process, prerequisites (examples of approved courses, online programs), certification procedures, and so on.)

For questions about specific courses:	⇒	Contact your academic advisor
For prerequisite course approval and <i>specific certification</i> questions:	⇒	Contact the Certification Officer, Ms. Phyllis Gwatkin (203-932-7336) <a href="mailto:pgwatkin@newhaven.edu">pgwatkin@newhaven.edu</a>
For answers to questions not found in the Student Handbook regarding <i>internships</i> :	⇒	Contact the Coordinator of Internships, Mr. Nick Maiorino (203-932-7009) <a href="mailto:nmaiorino@newhaven.edu">nmaiorino@newhaven.edu</a>
For answers to questions not found in the Student Handbook regarding the <i>capstone program</i> :	⇒	Contact the Coordinator of Capstones, Mr. John Ciochine, (203-932-7036) <a href="mailto:jciochine@newhaven.edu">jciochine@newhaven.edu</a>
For answers to questions not found in the Student Handbook regarding <i>student teaching</i> :	⇒	Contact the Director of Student Teaching, Ms. Susanne Murphy (203-932-7042) <a href="mailto:smurphy@newhaven.edu">smurphy@newhaven.edu</a>
For answers to questions about billing or financial aid:	⇒	Contact the Bursar's Office (billing): 203-932-7222 Contact the Financial Aid Office: 203-932-7314
For answers to questions which have not been resolved using the above list:	⇒	Contact the Chair of the Department, Dr. Nancy Niemi (203-932-7466) <a href="mailto:nniemi@newhaven.edu">nniemi@newhaven.edu</a>

## I. GENERAL INFORMATION

### A) ACADEMIC ADVISORS

All students are assigned a University academic advisor to assist with completion of University forms, with academic planning/programming, with course/project decisions, and with elective choices. The advisor also provides information about University policies and procedures. Below is the list of advisors.

**Students must consult with their advisors prior to the beginning of each trimester to review their course schedules and progress on requirements for the degree and certification.**

Bozack, Amanda	– West Haven Elementary Candidates (I)
Ciochine, John	– Math, Music, and all Capstone Candidates
Koehler, Catherine	– Science Candidates
Maiorino, Nick	– Newington Elementary Candidates
Maiorino, Pat	– English/Language Arts Candidates
Niemi, Nancy	– Advising backup
Perry, David	– History and Business Candidates
Randi, Judy	– West Haven Elementary Candidates (II), World Language
Roberts, Larry	– Southeast Elementary Candidates

### B) STUDENT DISABILITY SERVICES

Candidates should refer to this link for University information on Student Disability Services:  
[http://www.newhaven.edu/student-life/CampusLife\\_StudentAffairs/Campus\\_Access\\_Services/13911](http://www.newhaven.edu/student-life/CampusLife_StudentAffairs/Campus_Access_Services/13911).

### C) EDUCATION OFFICES

The administrative offices of the Education Department are located at **600 Saw Mill Road** on the first floor. All full-time faculty members post office hours on their office doors. The Administrative Office is open Monday through Friday, 9:00 a.m. to 5:00 p.m. During the months of June, July and August, the Education office closes on Fridays at 1:30 p.m.

An Education Department branch is also located in New London on the Mitchell College campus. The Site Coordinator will post hours. At Newington, the site coordinator will schedule office hours at least one evening per week when classes are in session. In addition, a secretary will be available for assistance any evening on which classes are in session.

## D) CALENDAR 2011-2012

### FALL Trimester 2011

Monday, September 5	Labor Day – No graduate trimester classes
Tuesday, September 6	Fall 2011 graduate trimester begins
Mon- Sun, November 21-27	Thanksgiving Break – No graduate trimester classes
Monday, December 12	Last day of fall 2011 classes

### WINTER Trimester 2012

Tuesday, January 3	Winter 2012 Education classes begin
Saturday, January 14	Winter Commencement, 2 p.m.
Monday, January 16	Martin Luther King Day – No graduate classes
Friday, March 30	Last day of winter 2012 trimester

### SPRING Trimester 2012

Monday, April 2	Spring 2012 Education classes begin
Sunday, May 13	Spring Commencement, 10:00 a.m.
Monday, May 28	Memorial Day – No graduate trimester classes
Monday, July 2	Last day of spring 2012 trimester classes

## E) EDUCATION CAMPUS SITES

Candidates are assigned a home-campus at the time of their acceptance. This is determined by the proximity of their home addresses, and their field experience placement. West Haven is the main campus and those assigned in West Haven will take all their classes at the Saw Mill facility. New London students will take many of their classes at Mitchell College; however, candidates will be required to attend some classes in West Haven, particularly strategies courses.

Newington is a satellite campus and as such, cannot be utilized for full course offerings. Newington students will be limited to the number of allowable credits at that site, with the remaining credits taken at the West Haven campus.

It is important to note that the course schedules are not identical at all three sites.

WEST HAVEN	Classes begin at 5:30 PM; three-credit classes end at 8:30 p.m. Two-credit classes run from 5:30-7:30 and from 7:30-9:30 p.m.
MITCHELL COLLEGE	Classes begin at 5:30 PM; three-credit classes end at 8:30 p.m. Two credit classes run from 5:30-7:30 and from 7:30-9:30 p.m.
NEWINGTON	Classes begin at 5:00 PM; three-credit classes end at 8:00 p.m. Two-credit classes run from 5:00-7:00 and from 7:00-9:00 p.m.

All campus sites will adhere to cancellations or early dismissals due to inclement weather in accordance with their campus conditions. Make-up sessions will be arranged at the discretion of the instructor.

## F) PREREQUISITE COURSE PROCEDURES

This procedure must be followed when satisfying program prerequisites:

1. Contact the Certification Officer, Ms. Phyllis Gwatkin, by e-mail requesting pre-approval for the course. A course description may be necessary.
2. Once approved, complete the Prerequisite Form sent by return e-mail or downloaded from the UNH education website.
3. Upon completion of all prerequisite coursework, send an official transcript to the attention of the CO at the 600 Saw Mill Road address. **Only grades of “C” or better will be accepted. Your advisor must also be notified.** Official transcripts should be mailed directly to Ms. Gwatkin, UNH, **600 Saw Mill Road**, West Haven, CT 06516
4. Students will be sent an e-memo stating that all requirements have been satisfied will be sent electronically and a copy placed in your file. This memo becomes part of the student teaching application.

N.B. If the course is taken in the Education program, such as HS 610 or M 601, a prerequisite form is not needed, but the Certification Officer and advisor must be informed when the course has been completed.

Please note:

- Any course number less than 100 – such as 095 for Elementary Algebra or Remedial English – will not be accepted.
- For Math or English prerequisites, the catalog course description must state that the course will fulfill a mathematics or English requirement in any degree program.
- Examples of courses that are not accepted for natural science include: nutrition and pharmacology courses, “Physiology of Aging” and “Issues” type courses - such as, Ethics and Science, Environmental Issues and Society.
- Intermediate algebra is not accepted at UNH as an Education Department prerequisite.

The following websites are helpful in finding both traditional and online courses:

<http://www.comnet.edu/>

<http://www.ctstateu.edu/>

<http://www.charteroak.edu/>, CT’s online college

<http://www.suny.edu/>, particularly, [www.esc.edu](http://www.esc.edu/), New York State’s online college

[http://www.ccri.edu](http://www.ccri.edu/)

[http://www.outreach.psu.edu](http://www.outreach.psu.edu/)

<http://www.umuc.edu/distance>

<http://www.outreach.washington.edu/dl>

<http://www.1.uwex.edu>

## G) TRANSFER COURSE PROCEDURE

The University allows up to 2 courses (6 credits) for transfer from other graduate programs. Grades must be a B- or better. The courses cannot fulfill requirements for any other degree already earned.

Candidates wishing to transfer in graduate credits (These are NOT prerequisite courses.) must adhere to the following procedure:

1. Deliver an official transcript and course description to the Certification Officer.
2. If approved by the department chair, the Certification Officer will prepare and send the paperwork for the student's signature.
3. The Certification Officer will send the paperwork to Graduate Records and the course(s) will appear on the student's transcript.

## H) CROSS-ENDORSEMENTS

Candidates may wish to obtain additional certifications or cross-endorsements. Contact the Certification Officer to make an appointment to discuss the requirements for specific subject areas.

## I) PURCHASING TEXTBOOKS

Textbooks for West Haven and Newington courses can be purchased at the West Haven Campus Bookstore or through any appropriate online or on-ground vendor. Approximate cost of textbooks for the program ranges from \$700 to \$950.

## J) CRIMINAL BACKGROUND CHECK

As of July 1, 2010, anyone in the State of Connecticut who comes into regular contact with children in K-12 schools – including ALL students in the Education Program – must obtain a Federal background check, a Department of Children and Families (DCF) check, and be fingerprinted. **Students must have this done after they have been accepted into the program**, even if they have already been fingerprinted for other positions in the State, or recently at a police station. Procedures for doing so are as follows:

1. Make an appointment to go to one of the area RESCs (Regional Educational Service Centers). Students may go to any of these facilities for the process, but the department suggests going to the one nearest one's internship or first field experience. Their addresses and contact information are as follows:  
Area Cooperative Education Services (ACES), 350 State Street, North Haven (203)498-6800  
Capitol Region Education Council (CREC), 111 Charter Oak Avenue, Hartford (860)524-4063  
LEARN, 44 Hatchetts Hill Road, Old Lyme (860)434-4800
2. Students will receive documentation, in the form of a receipt, from the service center (RESC) where the background check was completed. This documentation will be verification of compliance for both the Education Department's records and the district in which the student will be placed. Obtain this receipt, and submit a **copy** (not the original) to the Coordinator of Internships, Mr. Nick Maiorino.
3. If a student's placement district is within the testing jurisdiction, s/he must notify the RESC as they will then forward the student background information to that district. If a student accepts a

placement outside the jurisdiction of the RESC, s/he must notify the testing facility of the new placement to allow them to share the information with the appropriate RESC.

4. If the background check reveals a record, the University and the Education Department will make a decision on the candidate's student status, as UNH Education Department policies dictate.

The background check is valid for a period of three years. However, the testing RESC will only hold the documentation for a period of **one** year. If a change in status is made after the one year period, it may be necessary to repeat the check.

**Please note:** The Education Department of the University of New Haven will comply with all requirements of the Connecticut state legislature regarding fingerprinting and criminal background checks for teacher preparation candidates. If student teachers are assigned to districts with special requirements, the department will endeavor to assist the student in meeting these requirements. However, it is the student's responsibility to comply with all legal mandates of the districts in which they are working or volunteering.

## **K) REGISTRATION INFORMATION**

### **Course registration**

All candidates must register for courses each trimester, carefully following their course schedule sheets. Registration for each trimester is done online. Candidates must register for as many trimester courses as allowed, upon receipt of their schedule at the interview and their IT information. A candidate who wishes to make a change in the class schedule, after approval has been granted, must download the add/drop form from the UNH website under Graduate Registrar: Forms. **Any deviation from the schedule issued by the department could impact a candidate's ability to complete the program within one year.** A new schedule will then be issued.

Candidates should consult with their advisors prior to completing the registration process.

A candidate who wishes to change a certification track must confer with his/her advisor and notify the Certification Officer who will prepare a revised planning sheet.

Interns are required to register for *ED 692I*, *ED 693I*, and *ED 694I* in each respective trimester. Capstone students are required to register for *ED 692C*, *ED 693C*, and *ED 694C* for each respective trimester. Be sure to register for the section number listed on the course schedule. Failure to do so may prohibit achieving the proper number of credits necessary for student teaching and certification.

**Students will not be allowed to register if their immunization forms have not been submitted to the Health Services Department.**

## L) UNIVERSITY RESOURCES

### UNIVERSITY OF NEW HAVEN MARVIN K. PETERSON LIBRARY

The UNH Peterson Library provides access for all students to curricula and electronic information resources including education journals, Wilson Education Abstracts, and online databases (i.e. ERIC: Educational Resources Information Center and InfoTrac Onefile). Also available in the Curriculum Room, located on the third floor, are many teaching and curriculum resources for both elementary and secondary classrooms as well as a small collection of juvenile and young adult literature.

A current UNH ID Card is required for many library services. The UNH ID Card for students with a color photo is issued in Room 114 in Echlin Hall on the main campus on Mondays through Fridays from 9 a.m. to noon and 1-4:30 p.m. For additional information, or to schedule an appointment, please call (203) 932-7062 or 1-800-Dial-UNH, ext. 7062.

## M) NEWS AND INFORMATION SERVICES

All UNH announcements are sent to students' UNH email accounts, including notices, newsletters, and correspondence from the Education Department. Information may include program updates, changes in state regulations, registration deadlines, snow days, and other relevant news. **UNH email accounts are set up automatically after students have registered for classes. Students will receive a letter from the IT Department informing them of their User ID and password.** If you have any problems with your email, contact the Information Technology Department at ([help@newhaven.edu](mailto:help@newhaven.edu)).

All of the Education Department faculty will use Blackboard to post course information and assignments. Students will be automatically enrolled in their Blackboard courses when they have registered for their courses. All correspondence using Blackboard goes to the UNH email. If you have any problems accessing your Blackboard account, contact the IT Department at [help@newhaven.edu](mailto:help@newhaven.edu).

## N) INSTRUCTIONAL TECHNOLOGY SUPPORT

### Accessing the University of New Haven/Education Webpage

Go to the University of New Haven Website. Type: [www.newhaven.edu/education](http://www.newhaven.edu/education), which will take you to the Education Department webpage.

On the University of New Haven/Education webpage you will find:

- A copy of this Student Program Handbook
- Forms and Handbooks
- Faculty and Staff information

To access the Student Handbook or Forms:

- Under Department Information box (on the right-hand side of the page) click Forms and Handbooks

- Click the Student Handbook or the form desired. (These are not on-line forms; they must be downloaded to the computer. After downloading, they can be filled out and saved before sending them via email to the appropriate person.)

## Problems

Matrix – Registration, Grades or Email: forgot User ID or password:

Email: [matrixstudentsupport@newhaven.edu](mailto:matrixstudentsupport@newhaven.edu)

Blackboard – forgot User ID or password:

Call: (203) 932-7062 if there is no response then email: [cyberpunk@mac.com](mailto:cyberpunk@mac.com)

## Updates/changes in contact information

It is important that students inform the Education Department secretary, Ms. Ellen Flannery, at [eflannery@newhaven.edu](mailto:eflannery@newhaven.edu) of any changes in their home and email addresses or phone numbers.

## O) INCOMPLETE COURSEWORK

All students in the M.S. in Education Program are responsible for checking their transcripts to make sure that they have no outstanding incomplete (INC) grades. While the University allows students up to one year to make up an incomplete, the *Education Department policy is much stricter: students must complete all work for the incomplete grade no later than the last day of the term following the course where the incomplete occurred.*

If students have an incomplete for the Spring Trimester, the final day for completion is the last day of the Summer II session. All students must fill out the *Request for an Incomplete Grade* form, in conjunction with their professor(s), in order to be eligible for this option. Under no circumstances will incomplete grades be allowed for the purpose of doing extra credit work in order to raise a student's course grade.

**PLEASE NOTE: Students are not allowed to advance to student teaching until all outstanding incomplete grades are resolved.**

## P) PROCEDURAL GUIDELINES for CANDIDATES' COMPLAINTS and/or CONCERNS

If, at any time, candidates in the Education program should find it necessary to register a complaint and/or have specific concerns, the following procedural guidelines must be followed.

### Education Courses:

1. All candidates should speak initially with the course instructor.
2. If further resolution is needed, candidates should first contact their academic advisor, and, if necessary, the Chair of the Education Department, who will assist students in resolving all complaints and/or concerns as well as advise students in proceeding through the University grievance process. It is imperative that candidates maintain all documentation of complaints and/or concerns.

### **Internship or Capstone Field Experiences:**

1. All Intern or Capstone candidates should attempt to resolve complaints and/or concerns on the school level by communicating with the school principal or other school personnel. Candidates should also contact their UNH internship or capstone supervisor to advise them of the situation.
2. The Internship or Capstone Program Coordinator should also be notified about the Intern or Capstone candidate's complaint and/or concern.
3. If the complaint and/or concern is not resolved through the intervention of the school personnel and the appropriate supervisor, the Internship or Capstone Program Coordinator will assist in resolving the complaint and/or concern.
4. If further resolution is needed, candidates should contact the Chair of the Education Department, who will assist students in resolving all complaints and/or concerns as well as advising students in proceeding through the University grievance process.

It is imperative that candidates maintain all documentation of complaints or concerns.

### **Student Teaching Field Experience:**

1. All student teachers should attempt to resolve complaints and/or concerns on the school level by conversing with the cooperating teacher. All student teachers should also contact their student teaching supervisor to advise them of the situation.
2. The Director of Student Teaching should also be notified about the student teacher's complaints and/or concerns.
3. If the complaint and/or concern is not resolved through the intervention of the cooperating teacher or supervisor, the Director of Student Teaching will assist in resolving the complaint and/or concern.
4. If further resolution is needed, student teachers can contact the Chair of the Education Department, who will assist students in resolving all complaints and/or concerns as well as advise students in proceeding through the University grievance process.

It is imperative that student teachers maintain all documentation of complaints or concerns.

## **II. CANDIDATE PERFORMANCE**

The UNH assessment system includes multiple assessments that assess candidate performance in a variety of ways, in a variety of contexts, and at multiple points during the program.

Candidates are assessed at a number of transition points:

- Upon admission,
- During coursework and field experiences,

- Prior to student teaching application,
- During student teaching
- Prior to exit from student teaching, and
- Upon application for licensure and exit from the program.

The transition points serve as “gates” that ensure candidates are competent to move to the next level of the program. For example: successful completion of admission criteria is necessary for admission; successful completion of coursework and field experiences is necessary for application to student teaching, and successful completion of student teaching is necessary for application for licensure.

## A) TESTING REQUIREMENTS

### Praxis II Exam

Praxis II is a state-required examination, necessary for certification. The testing requirements vary with the student’s certification track. For secondary majors, the Praxis II examination is a content-based examination of one’s discipline. For elementary majors, the Praxis II examination is a test of pedagogical knowledge and concepts.

**All Secondary candidates must take and pass the Praxis II examination(s) before entry into the program. We recommend that elementary candidates take Praxis II in their third trimester to have the advantage of taking as many strategies courses as possible prior to taking the exam.**

Please visit [www.ets.org/praxis](http://www.ets.org/praxis) for information on registration, test preparation, fees, and other test information.

### 2011-12 PRAXIS II Test Dates

<u>Test Date</u>	<u>Registration rec’d by</u>
9/17/11	8/18/11
11/12/11	10/13/11
1/14/12	12/15/11
3/10/12	2/9/12
4/28/12	3/29/12
6/9/12	5/10/12
7/21/12	6/21/12

The University of New Haven serves as a test center for the PRAXIS I, PPST, the PRAXIS II subject area tests, and PLT exams. Praxis II tests will be administered on 7 dates during the school year. Use [www.ets.org/praxis](http://www.ets.org/praxis) to register. Questions regarding the University of New Haven location should be referred to Ms. Linda Okeke, 203-932-7331. Students may also download the dates and times for the schedule of Praxis II from the ETS website. (See Appendix for Praxis II codes and passing scores.)

## PRINCIPLES OF LEARNING AND TEACHING EXAM (PLT)

The PLT test is “designed to assess a beginning teacher's knowledge of a variety of job-related criteria” (ETS Website 2010). The PLT is the final degree requirement for the Master’s Degree. Students must successfully pass this exit exam to assure competency in pedagogical knowledge.

- Elementary students (K-6) must take Test #0522
- Secondary students (7-12) must take Test #0524
- The passing score is 163.
- Students must fax (203) 931-6079, mail, or bring in their PLT score sheet to the Education office. (ETS DOES NOT SEND UNH the PLT scores.)

## FOUNDATIONS OF READING TEST

Candidates applying for an endorsement in elementary education must take and pass the **Connecticut Foundations of Reading** test (administered by Evaluation Systems group of Pearson, Amherst, MA). Detailed information can be found on the Connecticut Foundations of Reading test website at: [www.ct.nesinc.com](http://www.ct.nesinc.com). The minimum passing score adopted by the State Board of Education is **240**.

### 2011-2012 Foundations of Reading Test Dates

<u>Test Dates</u>	<u>Registration Deadlines</u>
9/24/11	8/12/11
11/19/11	10/7/11
3/3/12	1/20/12
5/12/12	3/30/12
7/14/12	6/1/12

## MATHEMATICS TEST

Candidates applying for an endorsement in elementary education after July 1, 2011, must take and pass a **mathematics** test. The CSDE has not finalized the details of this test.

## B) ATTENDANCE EXPECTATIONS

The Education Department’s standard of attendance is that candidates are expected to attend all classes unless there are extenuating circumstances. Professional and job related responsibilities of students should not interfere with attendance.

Students are to notify their instructors if they are to be absent from class. It is also the student’s responsibility to meet the instructor’s requirements for making up work missed. Make-up examinations are a privilege extended to students at the discretion of the instructor, who may grant permission for

make-up examinations to those students who miss an exam as a result of a medical problem, personal emergency, previously approved absence, or other critical reasons.

### C) WRITING EXPECTATIONS

The Education Department believes that graduate education students must be able to write using standard English, at the graduate level. Students who cannot demonstrate this level of writing skill are at risk for being dismissed from the program.

### D) EDUCATION DEPARTMENT GRADING SCALE

UNH graduate students are expected to maintain good grades and any student who receives a C+ or lower in any course will be asked to repeat the course or demonstrate competency to the department. The department has adopted the following grading system for all of its courses. This is in keeping with departmental standards and the University of New Haven’s policies:

“A”	95 – 100	GPA	4.0
“A-“	90 – 94		3.7
“B+”	87 – 89		3.3
“B”	84 – 86		3.0
“B-“	80 – 83		2.7
“C+”	77 – 79		2.3
“C”	74 – 76		2.0
“C-“	70 – 73		1.7

## III. FIELD EXPERIENCES AND CLINICAL PRACTICE

Field experiences are an integral component of teacher preparation at the University of New Haven. Candidates engage in field experiences concurrently with coursework so that they can integrate coursework knowledge, skills, and theory with practice, share insights gleaned from practice during seminars, and have opportunities to develop professional skills while appropriately supervised. Approximately 85% of the program’s teacher candidates participate in *full-time internships* in 35-40 Connecticut public school districts. Students earn four credits toward their degree as an intern.

All other teacher candidates participate in a *capstone* field experience that requires them to observe teaching and conduct field assignments in school settings in three different field experiences. Both internships and capstone field experiences prior to student teaching afford candidates opportunities for a “cognitive apprenticeship” – for thoughtfully connecting University coursework and classroom teaching, for observing models of good practices, and for reflection, feedback, and coaching (Collins, Brown, and Holum, 1991; Darling-Hammond & Bransford, 2005). What follows are descriptions of all three of these field experiences.

# THE INTERNSHIP

## GENERAL INFORMATION

The internship experience is designed to provide a long-term, real time view of the teaching profession. This invaluable practicum affords the student the opportunity to link theories about teaching and learning with pedagogical practice.

As interns, students will observe, shadow, and perform duties that other professionals in the school perform. Interns will be required to engage in a series of reflective practices – journals and a portfolio – for the purposes of (a) tracking their experiences during the internship; (b) providing a context for meetings with supervisors; (c) encouraging reflection on the practices of teaching and learning, and (d) organizing sets of materials that demonstrate progress and achievement.

Interns participate in several kinds of introductory training prior to beginning their internship experience in schools. Workshops on legal issues, special education, and substitute teaching enable interns to begin their internship with initial competence.

### A) ATTENDANCE

Interns are expected to report to their assigned schools each day from Monday through Friday at the time specified for their respective schools. In the event that an intern cannot report to school on a particular day, the intern must notify the school district via the designated district representative. A maximum of five (5) absences are allowed during the duration of the intern's year-long placement. **If an intern exceeds five (5) absences over a one-year period, the intern will be assessed a fee of \$50.00 for each additional absence.** Extenuating circumstances, which include documented long-term absences, will be handled on an individual basis involving input from the district and the Coordinator of Internships.

### B) REPORTING HEALTH ISSUES

Interns should check with the school nurse at their internship site as soon as possible to find out about the school's medical distribution and health policy. Generally, interns should notify the nurse or a teacher if any student requires medical assistance. *Students should never dispense any medications to students including over-the-counter medications.*

### C) INTERNSHIP COURSE REGISTRATION

In addition to the practical experience, the internship program accrues 4 credits toward the Master's Degree. Accordingly, each trimester, respectively, students are required to register for Internship I (ED 692 I), Internship II (ED 693 I) and Internship III (ED 694 I) as part of their regular coursework.

## D) PLACEMENT

Placement of interns is the ultimate responsibility of the Education Department. Students may request placement preferences at the time of acceptance but the Education Department and the district make final placement decisions. Placements in which interns would be under the direct supervision of immediate relatives will not be allowed.

## E) PLACEMENT DURATION AND CALENDAR

Please note that interns follow the placement school's calendar for the duration of their internship, even though they follow the University graduate school calendar for classes.

## F) RESPONSIBILITIES AND DUTIES

The Department has an *Internship Guidelines* (below) document governing the specific responsibilities and duties of the interns during placement.

### INTERNSHIP GUIDELINES AND EXPECTATIONS

**The University of New Haven Education Department believes that its internship experience must be a high quality, field-based, learning experience for all students. It is expected that interns will receive a rich and varied professional experience while serving in our partner school districts. To achieve this goal, the Department has adopted and is providing the following guidelines:**

- Interns are expected to provide their school district with a full school year of service. Districts will maintain each intern's attendance record. Students who are absent from their internship for more than one day should 1) Notify the school district 2) Notify their University Supervisor 3) Obtain a doctor's note, if warranted. If the intern experiences serious long-term illness, bereavement of immediate family members, or other extenuating circumstances that affect attendance, s/he must discuss the matter with her/his supervisor and the Department Chair, who will make the decision about extending or suspending the internship until circumstances are resolved. These decisions will be at the sole discretion of the Education Department Chair.
- Interns will be assigned to a contact person in the school who will, among other things, serve to identify the intern's responsibility each day. The University supervisor will meet periodically with this individual to discuss the intern's progress.
- Interns should be given the opportunity to complete their internship course requirements. This includes time for observations, teacher interviews or other such assignments.
- When interns are used as substitutes, it is expected that they will be provided with adequate lesson plans and direction. It is University policy that interns are not used as long-term substitutes in a single assignment. The policy prohibits interns from being in one position for more than 10 days.

**Should the need arise for an intern to be considered for a single assignment longer than 10 days, the school district must discuss this with the Coordinator of Internships.**

- Interns are urged to participate in professional development activities with the staff and in activities of parent-teacher organizations. However, they are not expected to perform extra-curricular duties which could interfere with their coursework and shall not be assigned to non-professional tasks, such as, custodial or clerical work.
- The University expects that any complaints or concerns about interns will be brought immediately to the attention of either the intern’s supervisor or the UNH Coordinator of Internships, Mr. Nicholas Maiorino, by email [nmaiorino@newhaven.edu](mailto:nmaiorino@newhaven.edu), or by phone: 203-932-7009. It is the goal of the University to work closely with our school partners to resolve any problem as promptly as possible. To allow interns to resolve any issues which may arise, the procedure given below should be followed:
  - Notify the University Supervisor as to the nature of the problem.
  - The Supervisor will both meet with school officials to assist in resolving the problem, and notify the Coordinator of Internships and Recruitment.
  - The Coordinator will act accordingly in concert with the Supervisor and the school officials to assist in resolving the problem.
  - It will be the decision of the school district, once the problem has been addressed, as to whether the intern will be allowed to continue in the placement.

## G) SUPERVISION

Each intern will be assigned a University supervisor who will be responsible for making initial contact, ongoing supervision of the intern placement, and acting as the University liaison during the placement. All supervisors are experienced professionals who are committed to assisting candidates through the internship experience.

Supervisors are required to make a minimum of three visits per trimester. During the first two trimesters, the visit will consist of an observation of the intern in his/her assigned task, and a reading of the journal. Supervisors may request that the journal be available during the visit or that it be emailed to them on a regular schedule. The journal will be graded by the supervisor using the Journal Evaluation Rubric. During the third trimester, the journal is replaced by the culminating Teaching Portfolio. All observations are documented by the supervisor using the Intern Evaluation Assessment Rubric Data Collection Form.

The supervisor will forward copies of all (Journal, Data Collection and Grading) forms to the intern for inclusion in the Teaching Portfolio.

## H) VOLUNTARY WITHDRAWAL FROM INTERNSHIP

Voluntary withdrawal from the internship is a decision that should be weighed carefully because of the personal, financial implications and impact on the district. **Students who choose to withdraw from their internship MUST SUBMIT A FORMAL LETTER OR EMAIL TO THE COORDINATOR**

**OF INTERNSHIPS or ASSISTANT COORDINATOR OF INTERNSHIPS INDICATING THAT DECISION.** The letter should indicate either a desire to withdraw completely, or remain in the program as a capstone student. The student must also notify the placement district and the supervisor of such decision.

If the withdrawal occurs before the end of the trimester, the intern will assume the cost of coursework for that trimester on a pro-rata basis as determined by the Department and the district. If withdrawal from the internship coincides with withdrawal from courses, the student is financially responsible for the tuition for those courses.

Whether by personal decision or a school withdrawing its support, the tuition-free arrangements will be limited to 12 credits completed for each trimester, assuming the intern completes a trimester of service to the school. Extra credits beyond those allowed will be charged to the intern at the current graduate school rate. Students who withdraw from the internship may resume classes as a capstone student at their own expense.

### **I) REMOVAL FROM INTERNSHIP**

Situations may arise when a school district decides to terminate the intern and/or placement of a student. A pattern of inappropriate professional behavioral issues and/or disposition of the intern, as determined by the district, could result in removal. If this occurs, the district will notify the Coordinator of Internships or Assistant Coordinator of Internships of this decision in writing. Education Department representatives will subsequently make the determination as to whether or not the student meets the expectations for another internship or dismissal from the program.

### **J) INTERNSHIP REQUIREMENTS AND GRADING**

The internship placement allows interns to earn four of the thirty-six credits in the Master’s Degree program. Interns must, however, fulfill specific requirements for these credits. In a student’s first and second trimesters, interns will keep a reflective journal record of their experiences and in the third trimester, they will produce an extensive Teaching Portfolio. During each trimester, an intern supervisor is required to make a minimum of three observations to evaluate the intern performance. Internship grades for each trimester will be determined as follows:

First Trimester	Journal 50%	Observations 50%
Second Trimester	Journal 50%	Observations 50%
Third Trimester	Portfolio 70%	Observations 30%

### **K) INTERN JOURNAL REQUIREMENTS**

First Trimester

- Record **WEEKLY** entries (two-four pages each, thirteen in total).
- Comply with supervisor’s requirements regarding format and submission.
- Meet the standards set by the Education Department for graduate candidates as detailed in the Program Handbook.

- Cite specific connections between your current *ED 604: Educational Psychology* class and your observations in the field.
- **Reflect upon two of the following topics each week. By the end of the trimester, all of these topics must be addressed, at least once:**
  1. Reflect on how a positive learning environment is or is not fostered either in the classrooms you have observed or worked in, or in the school setting as a whole.
  2. Comment on your experiences as a substitute/aide critiquing your level of success and what you learned from the experience **OR** comment on a challenge or frustration you faced, how you dealt with it, and what you learned from it.
  3. Describe at least one of the many ways in which you see diversity (students' or teachers' race/ethnicity, gender, native language, socio-economic status, physical or emotional difference, ages, and so on) affecting students' and/or teachers' work in classrooms, individual interactions, or the school overall.
  4. Describe how an interaction or collaboration with a teacher/group of teachers assisted you in dealing with the challenges of your placement.
  5. Describe how you see the greater community in which the school is located help or hurt the school to achieve its mission.

#### Second Trimester

- Record **WEEKLY** entries (two-four pages each, thirteen in total).
- Comply with supervisor's requirements regarding format and submission.
- Meet the standards set by the Education Department for graduate candidates as detailed in the Program Handbook.
- Describe teaching strategies you either observed or used. Describe the alternative or differentiated instruction for students used. If these were not used, explain what you and/or the teacher could have done to incorporate more differentiated instruction.
- Cite connections between your current *Human Development* class and your observations in the field.
- **Reflect upon 1 (one) of the following topics each week. By the end of the trimester, all three of the topics must be addressed.**
  1. Describe and reflect upon the growth you have made in your internship since your first trimester. This should include different kinds of growth, such as growth in perspective on the school's population, on one's understanding of the teaching and learning process, or on how students' and teachers' diversities affect their learning.
  2. Reflect upon an interaction with a student outside the traditional classroom setting and comment on how this provided a greater understanding of the student. (*Examples: lunchroom, recess, homeroom, gym class, etc.*). Also explain how this interaction would affect the ways in which you as a teacher would interact with this student.
  3. Reflect upon a successful student interaction, lesson, or situation you experienced. Explain why you think you were successful and what you learned from it.

Supervisors will read intern journals before or during each of the three visits, and grade it using the JOURNAL EVALUATION RUBRIC. Copies of these rubrics will be forwarded to each intern for his/her records. The grades from the three readings will be averaged to determine the journal percentage of the intern's trimester grade.

**FIRST TRIMESTER INTERN JOURNAL  
RUBRIC**

**INTERN:**

<u>INDICATORS</u>	<u>PROFICIENCY</u>	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>	<u>TARGET</u>	<u>1 RDG</u>	<u>2 RDG</u>	<u>3 RDG</u>
The intern complies with supervisor requirements	9a	The intern rarely complies with supervisor requirements (0-5)	The intern complies with supervisor requirements and usually submits the journal in a timely fashion (6-8)	The intern fully complies with supervisor requirements and always submits the journal in a timely fashion (9-10)	_____	_____	_____
The intern meets the standards set by the Education Department for graduate candidates	9a	There is no obvious attempt to show graduate level work in the journal's appearance and/or quality (0-5)	Journal entries meet the acceptable standards, are well written, and show graduate level quality (6-8)	Journal writings are not only indicative of graduate quality, but are exemplary (9-10)	_____	_____	_____
The intern shows a connection between the topics covered in their Educational Psychology course and their practical application in the field	4a, 4b, 10a	The interns show little or no connection between the theoretical and practical application (0-10)	The intern makes clear connections between the course topics and their applications in the field (13-26)	Connections between course topics and their applications are well documented with specific examples (27-30)	_____	_____	_____
<b>REQUIRED REFLECTION TOPICS: CHOOSE TWO (2) TO DETAIL FOR EACH WEEKLY JOURNAL SUPERVISOR TO GRADE THE TWO REFLECTION AS SELECTED BY THE INTERN FOR EACH READING</b>							
Reflect on observations/experience of how a positive learning environment is fostered in a classroom or the school as a whole	4a, 4b, 9b, 10a	The intern shows little or no evidence of how a positive learning environment is fostered (0-10)	The intern details the ways in which a positive learning environment is fostered in either a classroom or the school as a whole (11-22)	The intern clearly shows the fostering of a positive learning environment in both a classroom and school setting (23-25)	_____	_____	_____
Reflect on your substitute experiences and what you have learned from them	5b, 9b, 9c	The intern does not include a reflection on the success of their sub experiences (0-10)	The intern includes a general reflection on his/her sub experiences with some details (11-22)	The intern includes a detailed reflection on his/her sub experiences with specific details on their level of success (23-25)	_____	_____	_____
Reflect on a challenge or frustration, how you dealt with it, and what you learned	5b, 9a, 9b, 9c	The intern does not detail any incident of challenge or frustration (0-10)	The intern cites an incident and gives details on its effect and resulting change in behavior (11-22)	The intern cites an incident and gives specific details on how it was a learning experience (23-25)	_____	_____	_____
Reflect how interaction or collaboration with a teacher/group of teachers assisted with the challenges of your placement	11a	The intern cites little or no interaction or collaboration with staff members (0-10)	Evidence of collaboration and interaction is detailed by the intern with some indication of what was learned from it (11-22)	Clear evidence with specific details are cited including specific ways in which the intern learned from it. (23-25)	_____	_____	_____
Reflection details how the intern sees the ways the greater community helps/hurts the mission	1b, 11a	The intern cites little or no ways in which the community helps/hurts the school mission (0-10)	There is evidence of how the greater community helps or hurts the mission with some detail (11-22)	There is evidence of how the greater community both helps and hurts the mission with specific examples (23-25)	_____	_____	_____
<b>TOTAL POINTS</b>					_____	_____	_____
							<b>AVERAGE</b>

**SECOND TRIMESTER INTERN JOURNAL RUBRIC**

**INTERN:**

<u>INDICATORS</u>	<u>PROFFICIENCY</u>	<u>BELOW STANDARD</u>	<u>MEETS STANDARD</u>	<u>TARGET</u>	<u>1 RDG</u>	<u>2 RDG</u>	<u>3 RDG</u>
The intern complies with supervisor's Requirements	9a	The intern rarely complies with supervisor's requirements (0-5)	The intern complies with supervisor's requirements and normally submits the journal in a timely fashion (6-8)	The intern fully complies with supervisor's requirements and always submits the journal in a timely fashion (9-10)	_____	_____	_____
The intern meets the standards set by the Education Department for graduate candidates	9a	There is no obvious attempt to show graduate level work in the journal's appearance and/or quality (0-5)	Journal entries meet the acceptable standards, are well written, and show graduate level quality (6-8)	Journal writings are not only indicative of graduate quality, but are exemplary (9-10)	_____	_____	_____
The intern shows a connection between the topics covered in their Child Development course and their practical application in the field	4a, 4b	The entires show little or no connection between the theoretical and practical application (0-10)	The entries make clear connections between the course topics and their applications in the field (11-20)	Connections between course content and their practical application are well documented with clear and specific examples (21-25)	_____	_____	_____
The intern shows an understanding of alternative strategies and differentiated Instruction	4b,7a,7b,10a	There is little or no evidence of whether the intern has an understanding of alternative strategies or differentiated instruction (0-10)	There is obvious evidence of an understanding of alternative or differentiated strategies in the intern's entries (11-20)	Alternative or differentiated strategies are not only identified but their value has been reflected upon by the intern's entires (21-25)	_____	_____	_____
<b>REQUIRED REFLECTION TOPICS: CHOOSE ONE (1) TO DETAIL FOR EACH WEEKLY JOURNAL SUPERVISOR TO GRADE THE ONE REFLECTIVE ELEMENT AS SELECTED BY THE INTERN FOR EACH READING</b>							
Reflect upon the growth you have made in your internship from the initial experiences in your first trimester	5b, 9b, 9c	The reflection does not detail the changes in growth during the transition from first to second term (0-10)	The reflection cites some instances of growth in their transition with some positive reflections on these (11-27)	The reflections on the growth made in the transition are clear and validated by specific examples (28-30)	_____	_____	_____
Reflect upon an interaction with a student outside the traditional classroom setting and how this provided a greater understanding of the student	4a, 4b, 9c 9b, 10a	The reflection shows little or no attempt to encounter a outside the traditional classroom (0-10)	The reflection cites examples of interactions outside the classroom and gives some details on the interaction (11-27)	The reflection shows several examples of interactions with specific indications of how these provided a positive experience (28-30)	_____	_____	_____
Reflect upon a successful "teaching" moment,or situation you experienced and what you learned from it.	9b, 9c	The reflection shows little or no valid example of a successful teaching moment or its success (0-10)	The reflection shows valid examples of teaching moments and gives details on their value (11-27)	The reflection details specific teaching moments with clear examples of their value as a learning experience (28-30)	_____	_____	_____
<b>TOTAL POINTS</b>					_____	_____	_____



<b>Classroom Performance (Cont'd)</b>				
Communicates and reinforces developmentally appropriate standards of behavior	CCCT III, 3, 4 Proficiency (h)	Limited standards of behavior appear to have been established or communicated. Consequences are applied inconsistently or inappropriately. No attempt to re-engage off-task students.	Standards appear to have been established for most situations. Consequences are generally applied consistently and are appropriate. Attempts are made to re-engage off-task students, but these may be inconsistent or limited in variety.	Standards are established and consistently reinforced. Consequences are applied consistently and if necessary a variety of strategies is used to attempt to re-engage off-task students.
Handles both routine and unplanned classroom situations in a developmentally appropriate manner.	CCCT II, 7 Proficiency (e)	The Intern's handling of routines and transitions is often inefficient and/or disorderly resulting in excessive time off-task. Intern fails to anticipate or address a safety concern.	Routines and transitions are, at times, inefficient and/or disorderly and may result in some time off-task. Safety issues are addressed with good judgment if they arise.	Routines and transitions are always orderly and efficient and result in minimal time off-task. Potential safety issues are addressed proactively.
Displays empathy and sensitivity toward all students	CCCT II, 3 Proficiency (k)	The Intern demonstrates a pattern of negative attitudes about students and a lack of empathy toward their needs. Sarcasm often used with students.	Sensitivity and empathy are very evident in the Intern's behavior toward student's needs. Language used toward students is respectful and generally age-appropriate.	The Intern shows exceptional skills in relating to student needs in exhibiting empathy and sensitivity. Language used to students is respectful and shows awareness of individual strengths and needs.
<b>III. INTERNSHIP REQUIREMENTS</b>				
Demonstrates good oral and written communication skills.	CCCT I, 3 Proficiency (a)	The Intern does not communicate clearly or audibly. Written language frequently contains grammatical and/or syntactical errors.	The Intern communicates clearly and audibly. Spoken and written language is generally grammatically and syntactically correct.	Both written and oral communication are exemplary and set a standard for others to emulate.
Requirements are completed in a timely manner.	CCCT III, 1 Proficiency (k)	The Intern is consistently late in meeting deadlines or dates as established in concert with the supervisor.	Requirements are consistently met and deadlines and dates are generally adhered to.	Requirements are consistently met and all deadlines and dates are always adhered to.
University attendance policy has been observed.	CCCT III, 1 Proficiency (k)	The Intern has shown a pattern of excessive absences with no legitimate documentation.	Attendance has been routine and there has been no evidence of abuse.	The Intern has perfect attendance.

## L) INTERN PORTFOLIO GUIDELINES

The Intern Portfolio is the culminating activity of *all* an intern's field experiences and should be reflective, not only of that experience, but also of the teaching skills acquired during these field experiences. Some components of the Intern Portfolio may have been completed in the first and second field experiences, such as lesson activities and classroom observations.

The Intern Portfolio consists of the following seven sections:

□ **SECTION 1: INTRODUCTION** (1 page)

Describe the school setting, including details about the students and the school and its community. Document the source of these details, when necessary. Consider this section a way to set the context for understanding the district, its community, and its students and teachers. Include details on school demographics with emphasis on the cultural, socio-economic, and ethnic/racial factors that can impact student learning; this can include but is not limited to data from standardized test scores.

□ **SECTION 2: REFLECTIONS ON THE TEACHING/LEARNING PROCESS** (1-2 pgs.)

Describe one's beliefs about the teaching-learning process and how teachers' choices and actions influence student learning. Describe how one's individual beliefs may have changed as a result of the internship. Based on what one has learned about teaching, discuss what one teacher specifically can do to enhance student learning and how this connects to the educational community.

□ **SECTION 3: FIELD EXPERIENCE** (varies)

Include five (5) teaching activities used during the internship experience. These may be self-developed, developed from strategies course(s), or with the assistance of the staff at the school site. Explain the circumstances under which these were implemented. Be sure to include any evidence of how these activities were modified or differentiated to meet the needs of the students.

□ **SECTION 4: FORMAL LESSON PLANS** (varies)

Include three - five lesson plans developed during coursework that have been graded by instructors. These should be original graded plans with instructor's comments. **AT LEAST ONE** of these plans should show evidence of how differentiation was used to meet the needs of students. Write a reflection on each in which you discuss how these have helped develop a range of instructional strategies, and what changed as a result of the instructor's comments.

□ **SECTION 5: CLASSROOM OBSERVATIONS** (3 pages)

Include three (3) narrative observations of classes observed during the field experience. The narrative should identify the instructional objective(s) and include descriptions of the teaching strategies, management techniques employed by the instructor, observed learning and teaching styles, and student behavior, including evidence that students are mastering (or not) the instructor's objectives.

Reflect on how students were actively engaged in the lesson, how the lesson flowed, and any evidence of differentiated or alternative strategies used by the teacher. Include any comments on what might have been done differently, if anything.

□ **SECTION 6: REFLECTIVE PRACTITIONER** (1-2 pages)

- A) Discuss a time when you felt successful in working with a student(s).
- B) Discuss a situation where you came to a realization about a student's cognitive, psychosocial, or affective development through an experience with a student
- C) Discuss a problem and evaluate how you handled the situation

□ **SECTION 7: GENERAL ELEMENTS**

- A) Portfolio is free of writing errors: there are no punctuation, grammar, spelling errors
- B) Writing enhances meaning of narrative
- C) Writing is at the graduate level

□ **SECTION 8: EVALUATION FORMS**

(This section is included in the Teaching Portfolio, but is not graded)

Include all supervisor evaluations, including:

- At least 3 copies of your Journal Evaluation Rubrics
- At least 3 copies of the Intern Assessment Rubric Data Collection Forms
- A copy of the Intern Evaluation Grading Sheet

**Intern Portfolio  
Assessment Rubric**

<b>Portfolio TASKS</b>	<b>Alignment with Candidate Proficiencies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Proficient</b>	<b>Score</b>
<p><b>Introduction:</b> Describe the school setting and what you learned about students, schools, and teaching during your Intern experience in this setting.</p>	(g) Teachers are able to assess and analyze the cultural, social, and socio-economic context of the school community in which they work and they are able plan instruction for a variety of learners.	Candidate displays minimal, irrelevant, or biased knowledge of the cultural, social, and socio-economic context of the school and community. <b>6</b>	Candidate displays general knowledge of the cultural, social, and socio-economic context of the school and community that may affect learning. <b>8</b>	Candidate displays a comprehensive understanding of the cultural, social, and socio-economic context of the school and community context and assesses its impact on student learning. <b>10</b>	
<p><b>Reflection:</b> Describe your beliefs about the teaching-learning process and how teachers' choices and actions influence student learning. Describe how your beliefs may have changed as a result of your field experience. Based on what you have learned about teaching, discuss what you believe you can do to enhance student learning (i.e., what you will bring to the classroom to enhance student learning).</p>	(h) Teachers accept responsibility for guiding all learners to attain high achievement standards.  (i) Teacher leaders are committed to life-long learning for the improvement of student learning.	Candidate shows little or no awareness of the relationship between a teacher's choices, beliefs, and actions and student learning; shows little or no commitment to the improvement of student learning. <b>16</b>	Candidate shows general awareness of the impact of a teacher's choices, beliefs, and actions on student learning (e.g., describes the role of expectations); demonstrates willingness to learn from field experiences. <b>18</b>	Candidate shows awareness of the impact of a teacher's choices, beliefs, and actions on student learning and provides specific examples from the field experience; describes how field experiences have provided learning opportunities. <b>20</b>	
<p><b>Field Experience Activities (revised):</b> Include five teaching activities that you have used during your field experience. Explain the circumstances under which you implemented them, and their relevance to the situation including evidence of differentiation.</p>	(b) Teachers possess pedagogical content knowledge  (e) Teachers develop a repertoire of instructional strategies in and from practice.	Teaching activities are not appropriate for the circumstances described and/or show little evidence of relevance or differentiation. <b>11</b>	Teaching activities are appropriate and relevant for the situation described. There is obvious evidence of differentiation/modification within the activity. <b>13</b>	Teaching activities are not only appropriate and relevant, but show strong evidence of the intern's understanding of lesson differentiation. <b>15</b>	
<p><b>Lesson Plan Collection (revised):</b> Include a collection of 3-5 lesson plans developed during your coursework. Include evidence of differentiation and a reflection on how these have helped you develop a range of strategies.</p>	(b) Teachers possess pedagogical content knowledge  (e) Teachers develop a repertoire of instructional strategies in and from practice.	Lesson plans show little evidence of differentiation or how the plans assisted in developing a range of strategies. <b>2</b>	Lesson plans show specific evidence of how differentiation is used and reflections indicate how the intern has developed a range of strategies. <b>3</b>	Lesson plans not only show how differentiation has occurred, but what the intern has learned from developing a range of instructional strategies. <b>5</b>	

<p><b>Reflective Classroom (revised):</b> Include 3 narrative observations of classes describing teaching strategies, management techniques, etc. and personal reflections.</p>	<p>d) Teachers understand the research base that guides effective practice; they use the research base to inform their choices and actions.</p>	<p>The narrative provides little or no evidence in the analysis of the effectiveness of the lesson.</p> <p style="text-align: right;"><b>16</b></p>	<p>The narrative describes the lesson adequately and evaluates the effectiveness of the lesson in an appropriate manner.</p> <p style="text-align: right;"><b>18</b></p>	<p>The narrative is an in-depth analysis of the lesson including specific reflective comments on teacher and student behaviors, including evidence of student learning.</p> <p style="text-align: right;"><b>20</b></p>	
<p><b>Reflective Practitioner:</b>  A) Discuss a time when you felt successful in working with a student(s).</p>	<p>h) Teachers accept responsibility for guiding all learners to attain high achievement standards. Program Reports: Impact on Student Learning</p>	<p>Candidate describes the situation with little or no focus on the student's learning. The description may be focused almost entirely on the teacher or teacher's actions.</p> <p style="text-align: right;"><b>3</b></p>	<p>Candidate describes the situation with a focus on the student's learning.</p> <p style="text-align: right;"><b>5</b></p>	<p>Candidate describes successful student learning experiences and clearly connects student learning with the teacher's choices and actions.</p> <p style="text-align: right;"><b>7</b></p>	
<p><b>Reflective Practitioner</b>  B) Discuss a time when you came to a realization about a student's cognitive, psychosocial, or affective development through an experience with a student.</p>	<p>c) Teachers understand theories of learning, the characteristics of different (both typical and atypical) learners, that influence learning, and the pedagogical principles that support learning.  (f) Teachers use ongoing assessment to guide student learning and their own practice.</p>	<p>Candidate provides minimal and/or inaccurate discussion of a student's cognitive, psychosocial, or affective development.</p> <p style="text-align: right;"><b>3</b></p>	<p>Candidate generally and accurately discusses a student's cognitive, psychosocial, or affective development</p> <p style="text-align: right;"><b>5</b></p>	<p>Candidate discusses and analyzes a student's cognitive, psychosocial, or affective development, providing specific examples</p> <p style="text-align: right;"><b>7</b></p>	
<p><b>Reflective Practitioner:</b>  C) Discuss a time when you dealt with a problem and evaluate how you handled the situation.</p>	<p>i) Teacher leaders are committed to life-long learning for the improvement of student learning.</p>	<p>Candidate describes the situations but provides little or no self-evaluation.</p> <p style="text-align: right;"><b>3</b></p>	<p>Candidate self-evaluates in general terms (e.g., I handled it well).</p> <p style="text-align: right;"><b>5</b></p>	<p>Candidate self-evaluates, offering reasons for the success or lack of success; demonstrates ability to learn from experience.</p> <p style="text-align: right;"><b>7</b></p>	
<p><b>General Elements:</b> Candidate uses technology to prepare a professional portfolio (i.e., word-processed and spell-checked for grammar and spelling)</p>	<p>j) Teachers are prepared with the technological skills for learning and leading the next generation of children into the future.</p>	<p>No evidence of the use of technology; numerous spelling and grammatical errors, indicating that the document was not spell-checked.</p> <p style="text-align: right;"><b>5</b></p>	<p>Prepared with technology; minor errors that might have been corrected with careful proofreading.</p> <p style="text-align: right;"><b>7</b></p>	<p>Professionally prepared with technology; virtually free of communication errors.</p> <p style="text-align: right;"><b>9</b></p>	

Reader \_\_\_\_\_

**TOTAL SCORE**

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# THE CAPSTONE PROGRAM

## GENERAL INFORMATION

Students who choose to do so may complete the Master of Science in Education Degree at the University of New Haven as a Capstone student. Capstone students generally take courses at their own pace while paying for their coursework. The University allows students a maximum of five years to complete the program for the degree and certification. All information and assignments can be found on *Blackboard*.

**It is imperative that Capstone Students keep abreast of certification changes that may occur during the time in which they attend courses, which may affect course requirements for State certification. The State certification laws cannot be “grandfathered.”**

## A) FIELD EXPERIENCES FOR CAPSTONE STUDENTS

Field experiences are important components of the UNH Teacher Preparation Program. These practical experiences provide pre-service teachers opportunities to observe first-hand how teaching and learning theories are translated into practice in actual educational settings. These field experiences are designed to provide capstone students a planned sequence of field experiences concurrent with their coursework.

Capstone students will participate in *three* field experiences prior to student teaching. The students will register for the first of these experiences within the first 12 credits in the UNH teacher preparation program. The capstone student field experiences are as follows:

### ❑ **Field Experience I: ED692C (1 credit)**

This course, the first field experience for the capstone student to be taken within the first 12 credits of coursework at UNH, provides the student with an introduction to the public school environment from the standpoint of an educator. Through classroom observations and participation, the capstone student will become familiar with the organization and operation of the classroom. Reflective practice is promoted through journal writing. A total of ten (10) observation hours in approved school settings is required for this course. The student is responsible for contacting schools to make arrangements to visit.

### **ED692C Grading**

- Assignments: Classroom Environment, Teacher Interview and Lesson Observation (60%)
- Written Reflection (30%)
- Activity Log detailing 10 hours (10%)

## □ **Field Experience II: ED693C (1 credit)**

This second field experience is to be taken after successful completion of Field Experience I. The focus of this field experience is to help pre-service teachers make *connections* between teaching *theory* and *practice* and continue to build their skills as reflective practitioners. A total of ten (10) observation hours in approved school settings is required for this course. The student is responsible for contacting schools to make arrangements to visit.

### ED 693C Grading

- Assignments: (30%)
  - *Observing Student – Teacher Interactions*
  - *Observation: Child’s Experience*
- Activity Log detailing 10 hours: (5%)
- *Written Reflection*: Complete a reflection on how Field Experiences I and II have helped you to integrate *theory* and *practice*. Use journal, observations and reflection rubric as a guide to complete this reflection. The reflection should be a minimum of two (2) pages double-spaced. (65%)

## FIELD EXPERIENCE II – ED 693C - JOURNAL REFLECTION RUBRIC

Candidate \_\_\_\_\_ Date \_\_\_\_\_ Trimester \_\_\_\_\_

ELEMENTS EVALUATED	ALIGNMENT WITH CANDIDATE PROFICIENCIES	UNACCEPTABLE (0 – 5)	ACCEPTABLE (6 – 9)	PROFICIENT (10 – 12)	POINTS
<p><b>Organization</b></p> <p>Appearance of reflection.</p> <p>Organization Literacy Components</p>	<p>CCCT 1, 3 Proficiency (a)</p>	<p>The candidate’s reflection shows little or no organization.</p> <p>Demonstrates poor use of language with many errors.</p>	<p>The candidate’s reflection shows good organization and clarity.</p> <p>Demonstrates good use of language with relatively few, minor errors.</p>	<p>The candidate’s reflection is highly organized and well thought out.</p> <p>Demonstrates excellent use of language with no grammatical and/or spelling errors.</p>	
<p><b>Connection</b></p> <p>Discusses the connections between theory and practice.</p>	<p>CCCT III, 3 Proficiency (g)</p>	<p>The candidate provides little or no evidence of connecting theory and practice.</p> <p>Reflections merely recount events in narrative fashion with little analysis.</p>	<p>The candidate provides some evidence that links educational theory to classroom events.</p> <p>Reflections includes significant analysis of the “why and how” behind the classroom events.</p>	<p>The candidate provides multiple examples that link educational theory to explain the “why &amp; how” (rationale) for classroom events.</p> <p>Reflections are thoughtful analysis of classroom events and include explicit references to underlying educational theory.</p>	
<p><b>Reflection</b></p> <p>Discusses connection to own experiences.</p>	<p>CCCT III, 1 Proficiency (i)</p>	<p>Reflection shows little or no evidence of connecting to own experiences and thoughts.</p>	<p>Reflection shows a satisfactory connection to own experiences and thoughts.</p> <p>Includes some examples, details, and/or quotes.</p>	<p>Reflection clearly shows a connection to own life experiences and thoughts.</p> <p>Includes examples, details, and/or quotes.</p>	
<b>Total Points</b>					

<p>(33 – 36) = A    (30 – 32) = A-    (26 – 29) = B+    (23 – 25) = B    (19 – 22) = B-    (16 – 18) = C+    (13 – 15) = C    Below 15 = F</p>
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### ❑ **Field Experience III: ED694C (2 credits)**

During this last field experience which is taken after successful completion of Field Experiences I and II and completion of 24 credits of coursework in the UNH teacher Education program, the capstone student will be placed by the Capstone Coordinator in a **ten-day** supervised practicum in a single classroom setting with a mentor teacher and assigned a University supervisor. Students normally take ED 694C during the final trimester of the program prior to student teaching. In the case of a student who is employed by a school district the same trimester that he/she is ready for ED 694C, it may be possible to incorporate the student's present position into the field experience. Please contact the Capstone Coordinator.

### **ED 694C REGISTRATION PROCEDURES**

- 1) Complete the application form, which can be obtained from the Graduate Education Office in West Haven, New London, and online.
  - ❑ Print information, fill out all the sections that apply; select *three* districts and list them in order of priority. **Do not** list specific schools in a district.
  - ❑ If the suggested districts are unable to fulfill the request, it will be necessary to go beyond the normal commuting distance. Students are encouraged to consider community types, student body diversity, and geographical location in their selection for field studies. Once a placement has been found, it is unprofessional to request a change. The districts spend time canvassing their principals and/or teachers. In addition, the reputation of the University is compromised when numerous changes are made.
  - ❑ Elementary students **may not** request specific grades since certification endorsement is for grades K-6.
  - ❑ Attach a current resume to the completed application. This will give districts background information. Deliver the documents to the Capstone Coordinator. These will be faxed to school districts.
- 2) Once a placement has been secured, the Coordinator will contact the student by telephone, email, and/or mail and relay all the relevant placement information.
- 3) The next step in the process is to set up an interview and meet with the mentor. During this meeting, students will discuss the dates for the placement and the potential activities they may be performing. After the meeting has occurred, the student will confirm the placement with the Coordinator.
- 4) It is impossible to determine how long the placement process will take. Once a placement is obtained, students will receive a confirmation letter, and a University supervisor will be assigned.

## **ELEMENTS OF ED 694C**

The purpose of ED 694C is to provide the capstone student the opportunity to spend time in a school environment in a supervised setting. The student's final project will be to produce the Capstone Portfolio that is a reflection of *all* field experiences.

- The student will spend ten days within a three-week period in a public school classroom with a mentor teacher.
- The student will be asked to observe the teacher's class and to discuss the types of instructional activities observed.
- The student may be asked to teach some lessons, grade papers, provide small group instruction, tutor one-on-one or assume any other teacher role under the observance and with the permission of the classroom teacher.
- Each capstone student will be assigned a supervisor who will make one observation visit. During this visit, the student should be teaching a lesson. The supervisor will be responsible for grading the student's lesson and completing an evaluation. The student must give the supervisor a copy of the lesson plan with any handouts s/he will use, as well as the lesson reflection. S/he will be expected to use the department's lesson plan format. (The classroom teacher and supervisor will provide copies of their evaluation to the student and Capstone Coordinator.)
- The classroom teacher will complete an evaluation of the student.
- The student will complete a *Capstone portfolio*.

### **ED 694C Grading**

- Supervisor's observation (25%)
- Mentor's evaluation (30%)
- The Capstone Portfolio (45%)

## **B) THE CAPSTONE PORTFOLIO**

The Capstone Portfolio is the culminating activity of all capstone field experiences and should be reflective, not only of all student experiences, but also of the teaching skills acquired during these field experiences. Some components of the Capstone Portfolio may have been completed in the first and second field experiences. These might include lesson activities and classroom observations. Lesson plans from strategies courses are also a component.

### **□ SECTION 1: INTRODUCTION**

Describe the school setting, including details about the students and the school and its community. Document the source of these details, when necessary. Consider this section a way to set the context for understanding the district, its community, and its students and teachers. Include details on school demographics with emphasis on the cultural, socio-economic, and ethnic/racial factors that can impact student learning; this can include but is not limited to data from standardized test scores.

### **□ SECTION 2: REFLECTIONS ON THE TEACHING/LEARNING PROCESS**

Describe one's beliefs about the teaching-learning process and how teachers' choices and actions influence student learning. Describe how one's individual beliefs may have changed as a result of the internship. Based on what one has learned about teaching, discuss what one teacher specifically can do to enhance student learning and how this connects to the educational community.

### **□ SECTION 3: FIELD EXPERIENCE**

Include two (2) teaching activities used during your capstone field experiences. These may be self-developed, developed from strategies course(s), or with the assistance of the staff at the school site. Explain the circumstances under which these were implemented. Be sure to include any evidence of how these activities were modified or differentiated to meet the needs of the students.

### **□ SECTION 4: FORMAL LESSON PLANS**

Include three - five lesson plans developed during coursework that have been graded by instructors. These should be original graded plans with instructor's comments. **AT LEAST ONE** of these plans should show evidence of how differentiation was used to meet the needs of students. Write a reflection on each in which you discuss how these have helped develop a range of instructional strategies, and what changed as a result of the instructor's comments.

□ **SECTION 5: CLASSROOM OBSERVATIONS**

Include two (2) narrative observations of classes observed during the field experience. The narrative should identify the instructional objective(s) and include descriptions of the teaching strategies, management techniques employed by the instructor, observed learning and teaching styles, and student behavior, including evidence that students are mastering (or not) the instructor's objectives.

Reflect on how students were actively engaged in the lesson, how the lesson flowed, and any evidence of differentiated or alternative strategies used by the teacher. Include any comments on what might have been done differently, if anything.

□ **SECTION 6: REFLECTIVE PRACTITIONER**

- A) Discuss a time when you felt successful in working with a student(s).
- B) Discuss a situation where you came to a realization about a student's cognitive, psychosocial, or affective development through an experience with a student
- C) Discuss a problem and evaluate how you handled the situation

□ **SECTION 7: GENERAL ELEMENTS**

- A) Portfolio is free of writing errors: there are no punctuation, grammar, spelling errors
- B) Writing enhances meaning of narrative
- C) Writing is at the graduate level
- D) Do not use plastic pocket protectors, as they make it difficult to review the portfolio.

## Capstone Portfolio Rubric

Portfolio Tasks	Alignment with Candidate Proficiencies	Unacceptable	Acceptable	Proficient	Score
<p><b>Introduction:</b></p> <p>Describe the school setting and what you learned about students, schools, and teaching during your Capstone experience in this setting.</p>	<p>(g) Teachers are able to assess and analyze the cultural, social, and socio-economic context of the school community in which they work and they are able plan instruction for a variety of learners.</p>	<p>Candidate displays minimal, irrelevant, or biased knowledge of the cultural, social, and socio-economic context of the school and community.</p> <p style="text-align: center;"><b>(0 – 5)</b></p>	<p>Candidate displays general knowledge of the cultural, social, and socio-economic context of the school and community that may affect learning.</p> <p style="text-align: center;"><b>(6 – 8)</b></p>	<p>Candidate displays a comprehensive understanding of the cultural, social, and socio-economic context of the school and community context and assesses its impact on student learning.</p> <p style="text-align: center;"><b>(9 – 10)</b></p>	
<p><b>Reflection:</b></p> <p><b>Describe</b> your beliefs about the teaching-learning process and how teachers’ choices and actions influence student learning. Describe how your beliefs may have changed as a result of your field experience. Based on what you have learned about teaching, discuss what you believe you can do to enhance student learning (i.e., what you will bring to the classroom to enhance student learning).</p>	<p>(h) Teachers accept responsibility for guiding all learners to attain high achievement standards.</p> <p>(i) Teacher leaders are committed to life-long learning for the improvement of student learning.</p>	<p>Candidate shows little or no awareness of the relationship between a teacher’s choices, beliefs, and actions and student learning; shows little or no commitment to the improvement of student learning.</p> <p style="text-align: center;"><b>(0 – 14)</b></p>	<p>Candidate shows general awareness of the impact of a teacher’s choices, beliefs, and actions on student learning (e.g., describes the role of expectations); demonstrates willingness to learn from field experiences.</p> <p style="text-align: center;"><b>(15 – 17)</b></p>	<p>Candidate shows awareness of the impact of a teacher’s choices, beliefs, and actions on student learning and provides specific examples from the field experience; describes how field experiences have provided learning opportunities.</p> <p style="text-align: center;"><b>(18 – 20)</b></p>	
<p><b>Field Experience Activities:</b></p> <p><b>Describe</b> the two teaching activities you developed and implemented during your field experience. Describe the circumstances under which you implemented them, and their relevance to the situation.</p>	<p>(b) Teachers possess pedagogical content knowledge</p> <p>(e) Teachers develop a repertoire of instructional strategies in and from practice.</p>	<p>Teaching activities are not appropriate for the circumstances described and/or show little evidence of a developing repertoire of strategies.</p> <p style="text-align: center;"><b>(0 – 5)</b></p>	<p>Teaching activities are appropriate for the situation described and include the use of relevant instructional strategies.</p> <p style="text-align: center;"><b>(6 – 8)</b></p>	<p>Teaching activities are appropriate for the situation described and include a wide variety of relevant instructional strategies.</p> <p style="text-align: center;"><b>(9 – 10)</b></p>	
<p><b>Lesson Plan Collection:</b></p> <p><b>Include</b> a collection of 3-5 lesson plans developed during coursework. One of the lessons should demonstrate your ability to <i>differentiate instruction</i> in order to meet the needs of students with learning differences. <b>Write</b> a reflection in which you discuss how these lesson plans have helped you develop a range of instructional strategies.</p>	<p>(b) Teachers possess pedagogical content knowledge</p> <p>(e) Teachers develop a repertoire of instructional strategies in and from practice.</p>	<p>Lesson plan collection and reflection show little evidence of a developing repertoire</p> <p style="text-align: center;"><b>(0 – 4)</b></p>	<p>Lesson plan collection and reflection address a range of instructional strategies with some for <i>differentiated instruction</i>.</p> <p style="text-align: center;"><b>(5 – 6)</b></p>	<p>Lesson plan collection and reflection represent a wide variety of instructional strategies including <i>differentiated instruction</i>.</p> <p style="text-align: center;"><b>(7 – 8)</b></p>	

<p><b>Classroom Observations</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the instructional objectives, instructional strategies, and classroom management techniques you observed.</li> <li>• <b>Evaluate</b> the effectiveness of the lesson based on what you have learned about effective teaching.</li> </ul>	<p>d) Teachers understand the research base that guides effective practice; they use the research base to inform their choices and actions.</p>	<p>Candidate describes classroom observations, providing little or no analysis of the effectiveness of the lessons. <b>(0 – 8)</b></p>	<p>Candidate describes the lessons and evaluates the effectiveness of some of the strategies observed. <b>(9 – 11)</b></p>	<p>Candidate describes the lessons, analyzes the instructional strategies and insightfully evaluates the lesson’s impact on student learning. <b>(12 - 14)</b></p>	
<p><b>Reflective Practitioner:</b></p> <p>A) Discuss a time when you felt successful in working with a student(s).</p>	<p>h) Teachers accept responsibility for guiding all learners to attain high achievement standards. Program Reports: Impact on Student Learning</p>	<p>Candidate describes the situation with little or no focus on the student’s learning. The description may be focused almost entirely on the teacher or teacher’s actions. <b>(0 – 6)</b></p>	<p>Candidate describes the situation with a focus on the student’s learning. <b>(7 - 8)</b></p>	<p>Candidate describes successful student learning experiences and clearly connects student learning with the teacher’s choices and actions. <b>(9 – 10)</b></p>	
<p><b>Reflective Practitioner</b></p> <p>B) Discuss a time when you came to a realization about a student’s cognitive, psychosocial, or affective development through an experience with a student.</p>	<p>c) Teachers understand theories of learning, the characteristics of different (both typical and atypical) learners, that influence learning, and the pedagogical principles that support learning.  (f) Teachers use ongoing assessment to guide student learning and their own practice.</p>	<p>Candidate provides minimal and/or inaccurate discussion of a student’s cognitive, psychosocial, or affective development. <b>(0 – 6)</b></p>	<p>Candidate generally and accurately discusses a student’s cognitive, psychosocial, or affective development <b>(7 - 8)</b></p>	<p>Candidate discusses and analyzes a student’s cognitive, psychosocial, or affective development, providing specific examples <b>(9 – 10)</b></p>	
<p><b>Reflective Practitioner:</b></p> <p>C) Discuss a time when you dealt with a problem and evaluate how you handled the situation.</p>	<p>i) Teacher leaders are committed to life-long learning for the improvement of student learning.</p>	<p>Candidate describes the situations but provides little or no self-evaluation. <b>(0 – 6)</b></p>	<p>Candidate self-evaluates in general terms (e.g., I handled it well). <b>(7 - 8)</b></p>	<p>Candidate self-evaluates, offering reasons for the success or lack of success; demonstrates ability to learn from experience <b>(9 – 10).</b></p>	
<p><b>General Elements:</b> Candidate uses technology to prepare a professional portfolio (i.e., word-processed and spell-checked for grammar and spelling)</p>	<p>j) Teachers are prepared with the technological skills for learning and leading the next generation of children into the future.</p>	<p>No evidence of the use of technology; numerous spelling and grammatical errors, indicating that the document was not spell-checked. <b>(0 - 5)</b></p>	<p>Prepared with technology; minor errors that might have been corrected with careful proofreading. <b>(6 - 7)</b></p>	<p>Professionally prepared with technology; virtually free of communication errors. <b>(8)</b></p>	
<b>TOTAL SCORE</b>					

## **DURATIONAL SHORTAGE AREA PERMIT (DSAP)**

School districts may offer DSAP opportunities for a teaching position in shortage areas which cannot be filled with a certified teacher. The UNH Education Department requires that the student be enrolled and have successfully completed a minimum of one trimester of coursework and completed all prerequisites before UNH can support a DSAP. State certification requirements include a passing score on the appropriate Praxis II examination(s). The student must present the completed DSAP application to the Certification Officer. The Certification Officer will notify the Education Chair, in writing, of the individual circumstances regarding the DSAP request and will schedule a planning conference so that an individual contract and planning sheet can be developed and signed.

## **STUDENT TEACHING**

Student teaching is the required field experience for certification. Important information to know:

- A series of meetings will be held by the Director of Student Teaching to explain the student teaching application process.
- Candidates must register for ED 600 before the start of the practicum.
- Candidates are obligated to pay for this 6-credit course at the current graduate school credit rate.

## **IV. AWARDING OF DEGREES AND PETITIONING FOR GRADUATION**

The University of New Haven awards degrees three times a year: at commencement ceremonies in January and May, and without formal ceremony in August. During August, the diploma is mailed to the student with the option of being able to participate in the January ceremony.

- *A cumulative quality point average of 3.0 and completion of all program and University requirements are necessary for graduation and the conferring of degrees from the University of New Haven.*
- All financial obligations must be met prior to graduation.

### **Petitioning for Graduation**

All students must file a *Petition for Graduation form* in order to have their names placed on the list of potential graduates.

- The major degree code is 727; Degree Type: Master of Science; Degree Name: Education.

**The Graduate School Petition for Graduation is available online at:**

<https://www.newhaven.edu/academics/22280>. Students can fill out the form online and submit it to the Graduate Records Department.

In the event a candidate files the petition to graduate but does not complete all the requirements for graduation before the deadline, including passing the PLT exam, the student will have to petition again at a later date. **Students are charged a refiling fee of \$50.00.** Graduation after the completion of the Master’s Degree is separate from certification.

Use the following guidelines for deciding when to petition for graduation:

PROGRAM START	TAKE PLT	PETITION DEADLINE	GRADUATION
FALL	January, March, April	June 15	August
WINTER	April, June, July	October 15	January

## V. CONNECTICUT CERTIFICATION

### GENERAL INFORMATION

When candidates apply for certification in Connecticut, they must have satisfied all current State Department of Education regulations, all statutory requirements, and the UNH planned program of study. No one is grandfathered for certification.

The University’s role is to provide the institutional recommendation for the initial certificate resulting from a successfully completed program. In addition, the University must also check a statement that states “the applicant is recommended for certification without qualification.”

### A) INSTITUTIONAL RECOMMENDATION

The University of New Haven recommends candidates for initial certification. *The University does not issue or approve the certificates; its role is to recommend to the State only.* It must do so “without qualification” which means we certify that the student has:

- successfully completed the professional courses (planned program) in a chosen track;
- successfully satisfied all outstanding prerequisite coursework. Please use the appendix for additional information on satisfying prerequisites;
- passed PRAXIS I or received an approved waiver and satisfied the other appropriate admission requirements;
- successfully passed student teaching or an approved professional experience
- successfully passed an exit exam, PRAXIS II, to determine competency in the endorsement area;

- successfully passed the Foundations of Reading exam required for elementary candidates;
- successfully passed the Mathematics test required for elementary candidates;
- displayed the appropriate disposition to perform with distinction as a teacher in Connecticut.

## **B) ROLE OF THE CERTIFICATION OFFICER**

The Certification Officer should be contacted for information about the application process and State regulations for obtaining certification in Connecticut.

During the student teaching practicum, the Education Department Certification Officer requires that each candidate schedule an exit interview. It is the candidate's responsibility to contact the Certification Officer to schedule this interview. Ms. Phyllis Gwatkin can be reached at 203-932-7336 or [pgwatkin@newhaven.edu](mailto:pgwatkin@newhaven.edu). At that time, there will be a review of the necessary components to apply for certification. At the exit interview, candidates will submit all the completed certification documents. Candidates can access the certification procedure and forms by going to the UNH website: [www.newhaven.edu/education](http://www.newhaven.edu/education). Click on Forms and Handbooks. Scroll to Certification.

## **C) CERTIFICATION POLICY OF THE EDUCATION DEPARTMENT**

Institutional recommendations are not automatic. The policy for providing this recommendation is related to the Education Department policy governing certification and the *Code of Professional Responsibility*. The policy governing certification includes:

1. The Education Department shall adhere to the regulations of the CT State Department of Education (CSDE).
2. The work of the Certification Office at the University of New Haven will be the responsibility of one individual – the Certification Officer.
3. The Department's faculty and administrative staff will vote to determine if the institutional recommendation can be provided. In the event that the Department judges that the institutional recommendation cannot be provided "without qualification" for a specific individual, the Certification Officer will collect the relevant documentation, present the case, and the Department will suggest one of the following options:
  - Additional professional study;
  - Additional time in student teaching;
  - An appeal process that includes a presentation before the Education Department;
  - The presentation of new evidence and documentation, if any, by the applicant;
  - A final decision not to grant institutional recommendation.

## **APPENDIX**

## PRAXIS II TEST CODES and PASSING SCORES

UNH offers the Praxis I, Praxis II and PLT exams through the office of Ms. Linda Copney-Okeke. She can be reached at (203) 932-7331.

### Elementary Test Codes

<b>#0011</b>	<b>Curriculum, Instruction and Assessment</b>	<b>163</b>
<b>#0012</b>	<b>Content Area Exercises</b>	<b>148</b>

### Secondary Test Codes

<b>#0235</b>	<b>Biology</b>	<b>152</b>
<b>#0101</b>	<b>Business Education</b>	<b>154</b>
<b>#0245</b>	<b>Chemistry: Content Knowledge</b>	<b>151</b>
<b>#0242</b>	<b>Chemistry: Content Essays</b>	<b>140</b>
<b>#0571</b>	<b>Earth Science</b>	<b>157</b>
<b>#0044</b>	<b>English Language, Literature &amp; Comprehension: Content Knowledge and Analysis</b>	<b>172</b>
<b>#0435</b>	<b>General Science: Content Knowledge</b>	<b>157</b>
<b>#0433</b>	<b>General Science: Content Essays</b>	<b>145</b>
<b>#0081</b>	<b>History/Social Studies</b>	<b>162</b>
<b>#0061</b>	<b>Mathematics</b>	<b>137</b>
<b>#0113</b>	<b>Music: Content Knowledge</b>	<b>153</b>
<b>#0111</b>	<b>Music: Concepts &amp; Processes</b>	<b>150</b>
<b>#0265</b>	<b>Physics: Content Knowledge</b>	<b>141</b>
<b>#0262</b>	<b>Physics: Content Essays</b>	<b>135</b>

**WORLD LANGUAGE - ACTFL EXAMS:**

**OPI – ORAL PROFICIENCY INTERVIEW - “ADVANCED LOW”**

**WPT – WRITING PROFICIENCY TEST - “ADVANCED LOW”**

## Lesson Plan Analytic Rubric (Elementary & Secondary Strategy Courses)

UNH Proficiencies	CCCT/ Preservice Competencies	Lesson Plan Competency	Unacceptable	Acceptable	Proficient
3b 4b	3.1; 3.2	<b>1. Planning</b> instruction based on knowledge of subject matter, students, and curriculum: designs <b>goals</b> and specific, measurable objectives that are explicitly and appropriately aligned with state and national curriculum <b>standards</b> , and grade level.	<ul style="list-style-type: none"> <li>▪ <i>Goals</i> are not based on student’s prior learning, are not suitable to students’ academic/grade level needs, and are not connected to objectives.</li> <li>▪ <i>Objectives</i> do not identify specific and/or measurable knowledge and skill outcomes.</li> <li>▪ <i>Goals</i> and objectives are not aligned with the appropriate <i>state and national standards</i>; are not designed to support the attainment of state and/or national curricular standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Goals</i> are planned to build on students’ prior learning, and are generally suitable to students’ academic/grade level needs.</li> <li>▪ <i>Objectives</i> identify general knowledge and skill outcomes and may focus on measuring <i>task</i> completion.</li> <li>▪ <i>Goals</i> and objectives are generally aligned with the appropriate <i>national and state standards</i> and generally support the attainment of state and/or national standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Goals</i> are planned to build on students’ prior learning and are suitable to students’ academic grade level needs.</li> <li>▪ <i>Objectives</i> identify specific and measurable knowledge and skill outcomes.</li> <li>▪ <i>Goals</i> and objectives are specifically aligned with the appropriate <i>national and state standards</i> and support the attainment of state and/or national standards.</li> </ul>
	1.a 2.a				
3a	1.2; 1.5; 1.6	<b>2. Mastery of content</b> presents important content specific knowledge, skills, and concepts accurately; uses content-related terms accurately and precisely; communicates clearly and accurately.	<ul style="list-style-type: none"> <li>▪ Content-related terms and representations and/or explanations of content or skill are inappropriate, unclear or poor examples.</li> <li>▪ Presentation of content includes a pattern of inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Content-related terms and representations and/or explanations of content or skill are generally appropriate..</li> <li>▪ Presentation of content is generally accurate; may include minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>• Content-related terms and representations and/or explanations are varied, and demonstrate command of the content, skills and concepts.</li> <li>• Presentation of content is consistently accurate.</li> </ul>

UNH Proficiencies	CCCT/ Preservice Competencies	Lesson Plan Competency	Unacceptable	Acceptable	Proficient
3b 4b 3b 5a	1.2; 3.1  2.a; 2.g	3. The <b>Initiation</b> helps students understand the purpose of the lesson and anticipate the lesson content. Lesson initiation is motivating and elicits prior knowledge, as appropriate; sets expectations for student learning.	<ul style="list-style-type: none"> <li><i>Initiation</i> does not help students understand the purpose of the lesson. <i>Expectations</i> for student academic achievement are inappropriate, unclear or not <i>communicated</i> to students.</li> </ul>	<ul style="list-style-type: none"> <li><i>Initiation</i> helps students understand the purpose of the lesson. <i>Expectations</i> for student academic achievement are generally <i>communicated</i>.</li> </ul>	<ul style="list-style-type: none"> <li><i>Initiation</i> helps students understand the purpose of the lesson and motivates them for success. High <i>expectations</i> for student academic achievement are specifically <i>communicated</i>.</li> </ul>
3b 5a 7a 7b	1.1; 1.2; 1.3; 2.2; 3.2; 3.8; 4.3; 4.4  1.b; 2.a	4. The <b>lesson development</b> leads students to learn the content objective(s). It is sequenced appropriately, includes <b>questions</b> you plan to ask, and leads students to develop understanding of the objective(s).	<ul style="list-style-type: none"> <li><i>Tasks</i> and <i>questions</i> do not connect with student's prior learning, are not suitable to students' academic needs, and do not follow a coherent progression toward the attainment of the objectives.</li> <li>Learning <i>tasks</i> and <i>questions</i> consistently focus on rote, isolated activities.</li> </ul>	<ul style="list-style-type: none"> <li><i>Tasks</i> and <i>questions</i> build on students' prior learning, most of which are suitable to students' academic need, with uneven progression toward the attainment of the objectives.</li> <li>Learning <i>tasks</i> and <i>questions</i> focus on procedures and some <i>application</i> of skills.</li> </ul>	<ul style="list-style-type: none"> <li><i>Tasks</i> and <i>questions</i> build on students' prior learning and are suitable to students' academic needs, with even, coherent progression toward the attainment of the lesson objectives.</li> <li>Learning <i>tasks</i> and <i>questions</i> focus on <i>application</i> of skills and building <i>conceptual understanding</i>.</li> </ul>
2a 2b 3a 3b 7a 7b	1.2; 1.5; 1.6 2.2; 3.5; 3.8 3.9; 4.1; 4.3; 4.4  1.b; 2.b	5. <b>Discipline-specific</b> instructional design: selects resources, designs learning experiences (tasks), and uses instructional strategies and grouping arrangements that are appropriate for the lesson style, students, content, and objectives; lesson reflects current research and best practices in the discipline. <i>Note: Instructors may require a particular style of lesson, such as Socratic discussion or inquiry.</i>	<ul style="list-style-type: none"> <li>Instructional design is inappropriate for the lesson content and objectives and/or does not support the learning needs of the students.</li> <li>Lesson design does not reflect current research and best practice in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional design is generally appropriate for the lesson content and objectives and generally supports the students' learning needs through appropriate instructional strategies and grouping arrangements.</li> <li>Lesson design generally reflects some research and best practices in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional design is appropriate for lesson content and objectives and includes effective grouping arrangements and a variety of appropriate instructional strategies that support students' learning needs.</li> <li>Lesson design reflects the research and best practices in the discipline</li> </ul>

UNH Proficiencies	CCCT/ Preservice Competencies	Lesson Plan Competency	Unacceptable	Acceptable	Proficient
3b 4b 6a 6b 7a 7b	1.3; 1.4; 3.3; 3.5; 3.6; 4.2	<b>6. Materials and Technologies):</b> Selects, clearly identifies, and appropriately uses materials and technologies that make content meaningful for students and contribute to lesson development.	<ul style="list-style-type: none"> <li>Selected materials and technologies are inappropriate and do not make content meaningful.</li> <li>Selected materials and technologies are used inappropriately and/or do not contribute to lesson development.</li> </ul>	<ul style="list-style-type: none"> <li>Selected materials and technologies are generally appropriate and make content generally meaningful.</li> <li>Selected materials and technologies are used appropriately and generally contribute to lesson development</li> </ul>	<ul style="list-style-type: none"> <li>Selected materials and technologies are appropriate and make content meaningful.</li> <li>Selected materials and technologies are used appropriately and contribute significantly to lesson development.</li> </ul>
7a 7b 10b	3.1; 3.7; 4.4; 4.5; 6.8	<b>7.</b> Candidate plans instruction that addresses a range of student differences, such as readiness, interest, cultural, and linguistic differences, and describes effective strategies for <b>differentiated instruction</b> , based on specific instructional needs, both for challenge and support.	<ul style="list-style-type: none"> <li>Identified student instructional needs are not related to lesson content;</li> <li>Plans do not identify students who may struggle with the content/learning objectives of this lesson and those who need opportunities for enrichment/higher level of challenge.</li> <li>Instructional plans for addressing student learning differences are not evident or are limited to additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning).</li> </ul>	<ul style="list-style-type: none"> <li>Identified student instructional needs are generally related to lesson content.</li> <li>Plans identify students who may struggle with the content/learning objectives of this lesson <u>or</u> those who need opportunities for enrichment/higher level of challenge.</li> <li>Instructional plans address some student learning differences by appropriately varying some tasks, or by altering timeframes or instructional grouping arrangements for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Identified student instructional needs are specifically related to lesson content.</li> <li>Plans identify students who may struggle with the content/learning objectives of this lesson <u>and</u> those who need opportunities for enrichment/higher level of challenge.</li> <li>Instructional plans describe a variety of strategies to address student learning differences, including differentiation of lesson content, processes for developing understanding, and/or products to exhibit student learning.</li> </ul>
	1.a; 2.d;2.f				

UNH Proficiencies	CCCT/ Preservice Competencies	Lesson Plan Competency	Unacceptable	Acceptable	Proficient
8a	3.4; 4.6; 5.1 5.2; 5.5	8. Candidate designs informal and formal <b>assessments</b> to (a) monitor instruction (e.g., checking for understanding) and (b) evaluate student learning (e.g., products or performances); assessment criteria are aligned with objectives. [Assessments and evaluative criteria are clearly and specifically described]	<ul style="list-style-type: none"> <li>• Little or no <i>assessment</i> of student learning/understanding of content; assessment is unrelated to objective and/or focuses on task completion and behavior.</li> <li>• Assessment task is not included and/or criteria are missing or vague.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Both formal and informal <i>assessments</i> are included and are generally related to lesson objective.</li> <li>• Assessment task (product or performance) is generally described with some criteria related to lesson objective.</li> </ul>	<ul style="list-style-type: none"> <li>• Both formal and informal assessment strategies are planned and consistently focus on students' understanding of content related to lesson objectives.</li> <li>• <i>Assessment</i> task (product or performance) is clearly described; specific, measurable criteria for evaluating student learning are articulated.</li> <li>•</li> </ul>
	2.d; 4.a; 4.b; 4.c;				
3b 8a	2.2; 4.4  1.b; 2.a; 2.g	9. <b>Closure</b> relates to lesson objectives and focuses students on the learning outcomes as well as understanding the purpose of the lesson.	<i>Closure</i> is absent, unrelated to the lesson or administrative in nature and does not help students understand purpose of lesson; does not help students refocus on learning outcomes.	<i>Closure</i> helps students understand the purpose of the lesson and reminds students of learning outcomes.	<i>Closure</i> involves students in articulating the purpose of the lesson and provides an opportunity for assessing student understanding and learning outcomes.

***Note to Strategy Course Instructors:***

***At least one summative lesson plan task must be assigned in each strategy course. This lesson plan task must be common to all sections of the same course. Scores (proficiency levels) of all candidates on each of the nine competencies must be reported for each course. A spreadsheet/roster will be provided so instructors can input the candidates' scores on each of the nine competencies.***

***The summative lesson plan task that is common across all sections of the same course must require candidates to demonstrate knowledge and application of instructional technology appropriate for the particular discipline.***

***Course instructors must use the course-specific lesson plan task description to communicate course-specific requirements and describe the lesson plan task for the particular course. The course-specific task description serves to explain lesson plan task requirements as well as to return feedback and scores to candidates.***

***Please contact the Department Chair, Nancy Niemi or Strategy Course Coordinator, Judi Randi, if you are teaching a strategy course (ED 626E, ED 636, ED 621E, ED 622E, ED 623E, ED 625S, ED 630S, ED 627, ED 624, ED 621S, ED 622S, or ED 623S) and you have not received a copy of the required summative lesson plan task for your particular course.***

***The Lesson Plan Analytic Rubric must be posted on Blackboard for candidates' reference. The analytic rubric provides the basis for assigning scores of unacceptable, acceptable, or proficient (see individual cells). The Lesson Plan Analytic Rubric (common across all secondary and elementary strategy courses, regardless of content area), is also published in the Student Handbook.***

***For the purpose of calculating course grades, course instructors may assign numerical values and/or weights for proficient, acceptable, and unacceptable performance on each of the nine competencies, based on course requirements and course grading procedures.***

# CT STATE DEPARTMENT OF EDUCATION

## 2010 Common Core of Teaching: Foundational Skills

### Overview

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

### Domains of Teacher Performance

#### **Content and Essential Skills:**

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

#### **Classroom Environment, Student Engagement and Commitment to Learning:**

*Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.*

#### **Planning for Active Learning:**

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

#### **Instruction for Active Learning:**

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

#### **Assessment for Learning:**

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

#### **Professional Responsibilities and Teacher Leadership:**

*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.*

On the following pages, the detailed indicators of each of the six core domains are outlined.

## **Content and Essential Skills:**

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

- 1.1 Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3 Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

## **Classroom Environment, Student Engagement and Commitment to Learning**

*Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:*

- 2.1 Creating a class climate that is responsive to and respectful of the learning needs of students<sup>2</sup> with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' social competence<sup>3</sup> and responsible and ethical behavior by using a continuum of proactive strategies<sup>4</sup> that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions<sup>5</sup>

<sup>2</sup> Addressing **student learning needs** includes understanding typical and atypical growth and development of PK-12 students including characteristics and functioning of students with disabilities, gifted students, and English language learners. Teachers understand the impact of culture, language, poverty and environment on the learning needs of students.

<sup>3</sup> **Social competence** "is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation." (Boyatzis, Goleman, & Rhee, 2000).

<sup>4</sup> **Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision making.

<sup>5</sup> **Routines** are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. **Transitions** are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

### **Planning for Active Learning:**

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

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs<sup>2</sup>;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, resources<sup>6</sup> and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse<sup>7</sup> and/or inquiry-based learnings<sup>8</sup>; and
- 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

<sup>6</sup> **Instructional resources** may include materials, technology, and other support personnel such as paraprofessionals, parent volunteers, special service staff, or other educators.

<sup>7</sup> **Discourse** is defined as the purposeful interaction between and among teachers and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

<sup>8</sup> **Inquiry-based learning** is based on a philosophy of constructivism, in which students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

## **Instruction for Active Learning:**

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

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse<sup>7</sup> and/or inquiry-based learnings;
- 4.4 Varying the student and teacher roles<sup>9</sup> in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and
- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

<sup>9</sup> Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

## **Assessment for Learning**

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

- 5.1 Understanding the different purposes<sup>10</sup> and types of assessment<sup>11</sup> that capture the complexity of student learning across the hierarchy of cognitive skills<sup>12</sup>;
- 5.2 Using and/or designing a variety of formative<sup>13</sup> and summative<sup>14</sup> assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;

5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;

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

5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

<sup>10</sup> **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.

<sup>11</sup> **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.

<sup>12</sup> **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

<sup>13</sup> **Formative assessments** are designed and scored by an individual teacher or grade level or department team to assess student understanding of particular standards or objectives in order to inform instruction and guide teachers to adjust or differentiate instruction to meet the learner's needs. (Ainsworth, 2006)

<sup>14</sup> **Summative assessments** identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

### **Professional Responsibilities and Teacher Leadership:**

*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:*

6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;

6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students<sup>15</sup>;

6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;

6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures<sup>16</sup> to support continuous school and district improvement;

- 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
- 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
- 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
- 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
- 1.9 Using communication technology in a professional and ethical manner;
- 1.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and
- 6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators.

<sup>15</sup> **"All students"** includes, but is not limited to, students with disabilities, English language learners, students with diverse cultural or linguistic backgrounds and students with gifts and talents.

<sup>16</sup> **Organizational structures** include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.

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***Sec. 10-145d-400a. Code of Professional Responsibility for Teachers***

Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education 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 education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator 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, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

**PROFESSIONAL CONDUCT**

(b) Responsibility to the student

(1) The professional educator, 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 content area 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 worthy, positive goals;
- G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- I) Maintain the confidentiality of 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;
- J) Create an emotionally and physically safe and healthy learning environment
- K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- B) Uphold the professional educator's right to serve effectively;
- C) Uphold the principle of academic freedom;
- D) Strive to exercise the highest level of professional judgment;
- E) Engage in professional learning to promote and implement research-based best educational practices;
- F) Assume responsibility for his or her professional development;
- G) Encourage the participation of educators in the process of educational decision-making;
- H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- I) Encourage promising, qualified and competent individuals to enter the profession;
- J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- M) Promote and maintain ongoing communication among all stakeholders; and
- N) Provide effective leadership to ensure continuous focus on student achievement

(d) Responsibility to the community

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

- A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;

- 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 students.

(e) Responsibility to the student's family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- A) Respect the dignity of each family, its culture, customs, and beliefs;
- B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- C) Consider the family's concerns and perspectives on issues involving its children; and
- D) Encourage participation of the family in the educational process

**UNPROFESSIONAL CONDUCT\***

(f) The professional educator, 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) Discriminate against students.
- C) Sexually or physically harass or abuse students;
- D) Emotionally abuse students; or
- E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- C) Misrepresent his, her or another's professional qualifications or competencies;
- D) Sexually, physically or emotionally harass or abuse district employees;
- E) Misuse district funds and/or district property; or
- F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

- A) Exploit the educational institution for personal gain;
- B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- C) Knowingly misrepresent facts or make false statements.

\*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, 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.

**Part III**

**Pre-Service Teacher Competencies**

**Sec. 10-145d-808. Teacher competencies necessary to teach a diversity of students**

The following set of competencies was developed to address critical knowledge, skills and dispositions needed by teacher candidates and all teachers working in the Connecticut. These competencies are based on state and national standards and are intended for all teacher seeking general education endorsements in early childhood, elementary, secondary and special subject areas. These competencies are specific to the skills needed by general education teachers to teach a diversity of students including students with disabilities, English language learners and issues related to the impact of culture, linguistics and environment on the learning needs of students.

- (a) Teacher candidates shall complete preparation at an approved institution or professional development through a specially approved provider in each of the following domains:
  - (1) Development and characteristics of learners
    - (A) Demonstrate understanding of the growth and development of typical and atypical students pre-kindergarten through grade 12 including the characteristics and functioning of students with disabilities, English language learners and issues related to the impact of culture, linguistics and environment on the learning needs of students;
    - (B) Demonstrate understanding and application of learning as an active, not passive, process.
  - (2) Evidence-based/Standards-based Instruction
    - (A) Organize, sequence, and teach the general education curriculum using evidence-based principles of instructional design and delivery to meet the needs of students with disabilities and diverse learning needs.
    - (B) Teach and support reading and literacy skills and strategies within and across specific content areas;
    - (C) Provide targeted supplemental or specialized academic instruction and intervention to students who don't respond to primary instruction alone;
    - (D) Adjust instruction in response to information gathered from ongoing assessment and monitoring of performance and progress;
    - (E) Provide meaningful and appropriate feedback to students about their performance and progress;
    - (F) Design and implement appropriate instructional accommodations, modifications or differentiation to support student learning; and
    - (G) Maximize student engagement and motivation and the role and responsibility of students in the learning process.
  - (3) Evidence-based Classroom and Behavior Management

- (A) Maintain a structured, safe, and positive learning environment that promotes and ensures socially valid behavioral outcomes and student learning, within the context of the school culture;
  - (B) Define, model, and acknowledge student learning behavior expectations and assess, document, and report both appropriate and problematic social behaviors of students;
  - (C) Provide explicit or direct instruction on social skills that are conducive to ensuring learning, including school-wide and classroom-wide positive expectations, self-management strategies, and study skills;
  - (D) Reinforce appropriate behavior and minimize problematic social behaviors by proactively providing targeted supplemental, specialized or individualized behavioral instruction and intervention through a continuum of strategies such as: modifying classroom management or environment, using a variety of grouping options, using positive reinforcement or corrective feedback, contributing to the design of individual behavioral support plans, and facilitating problem-solving and conflict resolution processes.
- (4) Assessment
- (A) Understand the purposes, strengths and limitations of formal and informal assessments for making instructional decisions. Has the ability to select, administer and interpret a variety of assessments to document students' learning and growth to inform planning and instruction;
  - (B) Design, implement and modify a variety of developmentally appropriate curriculum-based/classroom-based assessments to meet the needs of students;
  - (C) Understand different assessment approaches for different purposes (i.e., screening, diagnosis, progress monitoring or evaluating outcomes), and the role of assessment in determining eligibility and assisting with the development of IEPs for students with disabilities and the impact of inappropriate assessment and instruction that may lead to overrepresentation of students with cultural, ethnic, gender and linguistic differences;
  - (D) Has the ability to communicate assessment results to students, parents, guardians and other educators; and
  - (E) Review and interpret the results of externally-produced standardized tests including but not limited to the CMT, CAPT, Skills Checklist, Developmental Reading Assessment (DRA).
- (5) Professional Behaviors and Responsibilities
- (A) Demonstrate knowledge of the rights of students and families and the legal responsibilities of teachers within the processes for referral, planning and placement, development and implementation of the individualized education program and the continuum of placements and services available;
  - (B) Understand the roles of and when appropriate to seek support/consultation from special service staff such as, but not limited to, the special education teacher, speech/language pathologist, school nurse, school psychologist, school social

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- worker, guidance counselor or content area specialists to assess impact and progress of accommodations and modifications;
- (C) Understand the role of classroom teachers in coordinating support personnel working within the teacher's own classroom;
  - (D) Understand culturally responsive practices when and how to proactively communicate and collaborate with families about students' progress; and
  - (E) Keep current in understanding of responsibilities to educate all students and continue to seek training and professional development in trends and effective teaching strategies to meet the needs of learners including those with special needs.