Student Teaching and Practicum Handbook for Teacher Candidates, Cooperating Teachers, and University Supervisors

2015-16

UNIVERSITY OF HARTFORD
COLLEGE OF EDUCATION, NURSING AND HEALTH PROFESSIONS
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Section I Introduction
Purpose of the Handbook

The purpose of this handbook is to provide a common framework for teacher-candidates, cooperating teachers and University supervisors engaged in either the Practicum and/or Student Teaching experience. The teacher-candidate, cooperating teacher and University supervisor form a triad to establish and maintain collaborative, encouraging, supportive, and mutually respectful environments during the Practicum or Student Teaching experience. This handbook provides general information, necessary forms, and guidance in this process, as well as links and websites for standards and specific documents.
Definition of Terms

**Teacher-candidate** is the undergraduate or graduate student who is in the process of studying to become a teacher. This term will be used interchangeably with student-teacher in descriptions and forms in this handbook.

**Cooperating teacher** is the on-site certified teacher in the school who is responsible for working daily to assist in developing the professional growth of the teacher-candidate through demonstration of and instruction in teaching and learning, including the multiple responsibilities for which teachers are held accountable to meet the needs of all students.

**University Supervisor** represents the department and is directly responsible for the supervision and evaluation of the teacher-candidate in Practicum and/or Student Teaching experience. Services provided by the University supervisor include scheduled meetings and observations of teacher-candidates, purposeful feedback on lesson planning and implementation, and direct assistance to both the teacher-candidate and cooperating teacher.

**Coordinator of Student Teaching** is directly responsible for the placement of all teacher-candidates in the Practicum and Student Teaching settings and is the first line of communication for information and/or concerns.

**Triad**: The triad is composed of the teacher-candidate, cooperating teacher and University supervisor to establish and maintain collaborative, encouraging, supportive, and mutually respectful environments during the Practicum or Student Teaching experience.

**Practicum** is the field/clinical experience provided during the first semester of the senior year for teacher-candidates in Elementary Education, Integrated Elementary/Special Education, and Secondary Education in English programs. Teacher-candidates are placed in half-day assignments over the course of the semester for consecutive weeks (timeline may vary for graduate program teacher-candidates).

**Student Teaching I** is the field/clinical experience provided during the first semester of the senior year for teacher-candidates in Early Childhood Education. Teacher-candidates are placed in half-day assignments over the course of the semester for consecutive weeks (timeline may vary for graduate program teacher-candidates).

**Student Teaching** is the culminating field/clinical experience for teacher candidates in a program in the final semester of the teacher-candidate’s professional education program. Organized and directed by the education department, the teacher-candidate is placed in an accredited school for full day experiences for a period of consecutive weeks under the supervision of a qualified on-site cooperating teacher and a University supervisor (Student Teaching II for Early Childhood).
Dear Student Teaching Candidates, Cooperating Teachers, and University Supervisors,

It is with great excitement that I welcome you to the student teaching experience. I invite each of you to learn and grow through this experience.

For Student Teaching Candidates, it is an opportunity to take all the theories you’ve learned and finally put them into practice in the classroom. I know it will be both a challenging and rewarding experience one which will require you to think deeply about the nature of teaching and learning, to accept constructive feedback, and to take risks as you develop your own personal teaching style.

For Cooperating Teachers and University Supervisors, it is an opportunity to share your wealth of knowledge and experience as you mentor a new generation of teachers, and to continue with your own lifelong learning. Your role is critical to the success of the student teaching experience, and I’d like to thank you for being willing to serve the profession in this way—given the great commitment of time and energy I know it requires.

It will be vital that each of the triad members (Student Teaching Candidates, Cooperating Teacher, and University Supervisor) actively work on building trust, developing open communication, and solving problems collaboratively. The mission of the Department of Education (as described in our Conceptual Framework) is to develop “reflective practitioners”, and this should be at the heart of your efforts.

The profession needs teachers who can actively reflect on the goals of education and on the impact of their teaching practices on student learning. The University of Hartford seeks to prepare teachers who can create inclusive, developmentally appropriate, nurturing classrooms which model respect for the multiple points of reference students bring to the classroom, social justice and provide equal opportunities for all students to develop their multiple intelligences and, thus, to achieve their maximum potential. This is an exciting time to be an educator. We are partners in this process. I welcome the opportunity to get to know you and to help in any way I can. Please don’t hesitate to call me if you have any questions or concerns.

Best of luck for a wonderful semester.

Edward Lazaroff
Edward Lazaroff, M. Ed., M. EAS
Coordinator of Student Teaching
860-768-4773
elazaroff@hartford.edu
Contact Information

The primary source of information is with the Coordinator of Student Teaching. Individual Program Directors and Academic Advisors are also available to work in a collaborative way with the Coordinator of Student Teaching.

<table>
<thead>
<tr>
<th>UNIVERSITY OF HARTFORD</th>
<th>INSTRUCTOR CONTACTS</th>
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Section II

Conceptual Framework & Dispositions
The revised Conceptual Framework has been incorporated into all professional program courses, beginning with the Foundations course taken freshman year. It serves as the framework for all experiences in teaching and learning.

**Introduction:** The Education program at the University of Hartford is designed to foster and encourage an approach to teaching called reflective practice. Reflective practice involves knowledge, skills and dispositions. Reflective practitioners care passionately, but reason clearly. They do not consult a rote set of prescriptions; instead they have developed a way of thinking about what they do that allows them to make decisions in a variety of situations, both familiar and unfamiliar. Furthermore, reflective practitioners are constantly reviewing and revising this decision making framework by considering the results of their actions. Viewing a professional as a reflective practitioner recognizes the importance of theory and experience and connects the two in a dialectical relationship.

In educating you to be reflective practitioners, we do not concentrate on one theory or approach. Instead we seek to acquaint you with a variety of theories and ideas. More importantly, we seek to develop in you the habit of reflection on those assumptions, theories, practices, knowledge and values that influence how you define situations, what information you notice, what kinds of assessments you make and what kinds of approaches you use. We hope over time to see growth in the number of perspectives represented in your reasoning system as well as in the depth of understanding that you bring to bear on practice within each of those perspectives.
The following Conceptual Framework was unanimously approved on November 20, 2014 by the School-University Partnership Advisory Board. It is based on the input/feedback provided by partners on the School-University Partnership Advisory Board, with specific emphasis on using a common vocabulary and consistency among and between the University of Hartford teacher-preparation program and school partners that reflects established Connecticut Common Core of Teaching (CCT) Standards for effective teachers (CSDE May 2014).

OVERARCHING CONCEPTUAL FRAMEWORK:

A Reflective Practitioner Engaged in Evidence-Based Practices

Over the span of the teacher-preparation program, teacher-candidates are expected to explore, engage and excel in their learning and clinical experiences and advance on the continuum of professional standards that reflect their growth and development of the knowledge, skills and dispositions essential for an effective teacher. As a reflective practitioner engaged in evidence-based practices, the teacher-candidate is expected to embrace and demonstrate the following essential dispositions throughout the teacher-preparation program, inclusive of clinical experiences. These will be enacted and further measured in the teacher-candidate outcomes.

DISPOSITIONS

1. **Professionalism** (ongoing commitment to the Art and Science of teaching and learning, professional responsibilities and ethics; high expectations for student learning; demonstrate initiative, persistence, flexibility, collaboration, accountability, and reflect on evidence-based practices and professional growth)

2. **Engagement** (ongoing assessment about self as a learner; build and develop relationships with students and families; engage with the community and teaching in context to inform practices [translational research]; engage in ongoing collaboration and learning; engage in relevant work)

3. **Global Mindedness** (ability to put oneself in any situation; being a culturally responsive educator; commitment to contribute to a positive culture and climate; respect, diversity, awareness, acceptance, courage)
TEACHER-CANDIDATE OUTCOMES (Evidence-Based)

1. **Social, emotional and cultural development of students** (build relationships; establish appropriate standards of behavior that promote social competence and responsible behavior; rapport and positive social interactions; respect for student diversity [cultural, social, and/or developmental]; communicate frequently and proactively with families and community in a culturally-responsive manner to promote student success)

2. **Classroom Environment for Student Learning** (establish a positive culture and climate based on relationship building that is welcoming, safe and attentive to the social and emotional development of students; responsive and respectful of learning needs of all students; supports a productive learning environment for all students; inclusive of families, community, and support staff; invites inquiry and risk taking; collaborative)

3. **Subject Matter** (commitment to content mastery; addresses CCSS and/or other appropriate content standards; attention to rigor, relevance, making interdisciplinary connections; literacy strategies and academic vocabulary; identification and use of students’ prior knowledge; appropriate level of challenge)

4. **Pedagogy** (a variety of evidence-based strategies, tasks and questions to cognitively engage students in content; logical and purposeful progression; impacts and advances student thinking, problem solving, discourse, and independence; leads students to construct meaning and apply new learning; promotes curiosity about the world at large; innovative, differentiated to meet the learning needs of all students)

5. **Assessment** (multiple data points to elicit evidence of learning at critical points; monitor individual and group progress toward achievement of intended instructional outcomes; use specific and immediate feedback that is actionable and helps students advance their learning; informs planning and instruction; reflects students’ ability to construct meaning and apply new learning; differentiated; accountability)

6. **Professional Responsibilities** (engages in continuous professional learning to impact instruction and student learning; accepts feedback to improve a range of instructional practices; collaborates with colleagues to develop and sustain a professional learning environment to support student learning; works with colleagues, students and families to develop and sustain a positive school climate that supports student learning)
Section III

Experiences in Practicum & Student Teaching Placements
Culminating Experiences in Practicum and Student Teaching

During each of the first three years as undergraduate students at the University of Hartford, teacher-candidates have the opportunity for a variety of required field experiences aligned with courses with specific assignments, required hours, and reflective journal entries. The Practicum and Student Teaching experiences serve as the culminating experiences in the senior year for teacher-candidates during the final two semesters. It provides an opportunity to assume the responsibilities of teachers and classroom leaders under the supervision of an on-site cooperating teacher and the periodic visits of the University supervisor, both of whom are highly trained professionals. It requires teacher-candidates to think deeply about teaching and learning and apply theory to practice, as well as to become immersed in the complexity of responsibilities and accountability required of teachers to best serve students. (Graduate students in Early Childhood Education and Elementary Education may follow a variation on this schedule).

Placement Periods are facilitated by the Coordinator of Student Teaching

Teacher-candidates in Early Childhood Education, Elementary Education, Integrated Elementary/Special Education, and Secondary English Education and Secondary Mathematics Education are assigned placements accompanied by seminar classes. Please note: Early Childhood Education assigns the first placement as Student Teaching I, and the second experience as Student Teaching II. Typically other programs assign the first placement as Practicum and the second placement as Student Teaching. The following chart delineates these placements with their accompanying seminar class and field experience assignments.
<table>
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<tr>
<th>Year/Semester</th>
<th>Course Description</th>
<th>Field Experiences &amp; Assignments</th>
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<tr>
<td><strong>Senior/Fall</strong></td>
<td>Teacher-candidates are provided a supervised on-site experience in a selected inclusion model pre-school or kindergarten setting for a half-day. The accompanying seminar class provides support during this process with reflective professional discourse and problem solving. Assessment of each teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the fourth assessment of dispositions for early childhood education candidates.</td>
<td>Teacher-candidate will spend five half-days per week for a full semester in this setting and demonstrate competencies in observing/assessing children and in planning, implementing, adapting and evaluation of instructional programs.</td>
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<tr>
<td><strong>Major:</strong></td>
<td>Early Childhood Student Teaching I Pre K-K</td>
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<tr>
<td><strong>Elementary Education Practicum</strong></td>
<td>Teacher-candidates are provided a supervised on-site experience in an elementary setting for 20 hours per week; the accompanying seminar course provides students with an opportunity to analyze and inform their teaching through reflective practice. Assessment of teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the fourth assessment for elementary education.</td>
<td>Teacher-candidates will do a Practicum experience for five half-days per week for a full semester in an elementary setting. Experiences include a continuum of observing and assisting leading to full responsibilities in the classroom. Teacher-candidates implement an evidence-based practice called “Candidate’s Effect on Student Learning”. Candidates prepare their Professional Teaching Portfolio prior student teaching.</td>
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<td><strong>Senior/Fall</strong></td>
<td>Teacher-candidates are provided a supervised on-site experience in an elementary setting for 20 hours per week; the accompanying seminar course provides students with an opportunity to analyze and inform their teaching through reflective discourse and problem solving. School law, special education law, additional instruction of English Language Learners (ELL), and Mock Interviews are also included in this seminar.</td>
<td>Teacher-candidates will do a Practicum experience for five half-days per week for a full semester in an elementary setting. Experiences will include a continuum of observing, assisting to full responsibilities in the classroom. Teacher-candidates implement an evidence-based practice called “Candidate’s Effect on Student Learning” Candidates prepare their</td>
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<td><strong>Major:</strong></td>
<td>Integrated Elementary / Special Education Practicum</td>
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<tr>
<td>Senior/Fall</td>
<td>Senior / Spring</td>
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<tr>
<td>Major: English Secondary Education Practicum</td>
<td>Major: Early Childhood Grades 1-3 OR Infant/Toddler Student Teaching II</td>
<td>Major: Elementary</td>
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<td>Assessment of teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the fourth assessment of dispositions for the integrated elementary/special education candidates</td>
<td>Teacher-candidates are provided supervised on-site experiences in a middle school two mornings a week with an accompanying seminar course to analyze and inform teaching through reflective discourse and problem solving</td>
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<td>Teacher-candidates are provided an opportunity to apply their knowledge and understanding of children, content, pedagogy and assessment in a grade 1-3 elementary classroom or Infant/toddler setting. Teacher-candidates are provided a supervised on-site experience in a selected inclusion model setting, grades 1-3 or infant toddler. The accompanying seminar class provides support during this process with reflective professional discourse and problem solving</td>
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<td>Teacher-candidates will do a practicum experience in a middle school two-three mornings a week for a full semester. Experiences will include a continuum of observing, assisting, and teaching. Candidates prepare their Professional Teaching Portfolio prior to Student Teaching</td>
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<td>Teacher-candidates spend five full days a week for a semester in a grade 1-3 or infant-toddler supervised setting with a cooperating teacher and University supervisor. Teacher-candidates demonstrate competencies in observing/assessing children and in planning, implementing, adapting and evaluating instructional programs specific to that age group. The Professional Teaching Portfolio is completed for interviewing and school fairs.</td>
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<td>Teacher-candidates are placed in an approved elementary setting five full days per week for a full semester with a TEAM trained cooperating teacher and a University supervisor</td>
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<tr>
<td>Education Student Teaching</td>
<td>a seminar class that accompanies the full student-teaching experience. The seminar class provides support through reflective professional discourse and problem solving. Assessment of teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the final assessment of dispositions for the elementary education candidates.</td>
<td>The Professional Teaching Portfolio is completed for use with interviewing and school fairs.</td>
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<td>Senior/Spring Major: Integrated Elementary / Special Education Student Teaching</td>
<td>Teacher-candidates are provided an opportunity to apply their knowledge and understanding of students, content, pedagogy and assessment in an elementary/special education classroom. Teacher-candidates are engaged in a seminar class that accompanies the full student-teaching experience. The seminar class provides support through reflective professional discourse and problem solving. Assessment of teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the final assessment of dispositions for the elementary/special education candidates. Teacher-candidates are provided an opportunity to apply their knowledge and understanding of students, content, pedagogy and assessment in a high school English classroom.</td>
<td>Teacher-candidates are placed in an approved elementary setting five full days per week for four weeks with a TEAM trained cooperating teacher and a University supervisor; this is then followed with a 10 week full day special education placement with a TEAM trained cooperating teacher and a University supervisor. The Professional Teaching Portfolio is completed for use with interviewing and school fairs.</td>
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<tr>
<td>Senior/Spring Major: Secondary English Education Student Teaching</td>
<td>Teacher-candidates are engaged in the seminar class that accompanies the full student-teaching experience. The seminar class provides the opportunity to analyze and reconstruct their teaching through reflective practice and support through reflective professional discourse and problem solving. School law, special education law, instruction of English Language Learners (ELL), and Mock Interviews</td>
<td>Teacher-candidates are placed in an approved secondary setting (grades 7-12) five full days per week for a full semester with a TEAM trained cooperating teacher and a University supervisor. The Professional Teaching Portfolio is completed as well as Interviewing sessions and school fairs.</td>
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Teacher-candidates are provided an opportunity to apply their knowledge and understanding of students, content, pedagogy and assessment in a high school Mathematics classroom. Teacher-candidates are engaged in the seminar class that accompanies the full student-teaching experience. The seminar class provides the opportunity to analyze and reconstruct their teaching through reflective practice and support through reflective professional discourse and problem solving. School law, special education law, instruction of English Language Learners (ELL), and Mock Interviews are also included in this seminar. Assessment of teacher-candidate’s knowledge, skills and dispositions central to teaching and learning is implemented at the conclusion of this course. It is the final assessment of dispositions for the Secondary education candidates in Mathematics.

Teacher-candidates are placed in an approved secondary setting (grades 7-12) five full days per week for a full semester with a TEAM trained cooperating teacher and a University supervisor. The Professional Teaching Portfolio is completed as well as Interviewing sessions and school fairs.
Section IV

Policies & Procedures
Policies & Procedures

As a teacher-candidate in the University of Hartford’s teacher preparation program, you are required to engage in professional, moral, and ethical behavior that demonstrates a strong sense of responsibility and respect for the individuals being served. Progression through this program depends on your knowledge, skills, and dispositions.

Failure to uphold the standards of behavior, identified in the dispositions of the University of Hartford’s Education Department and in Connecticut’s Code of Professional Responsibility for Teachers, may result in your inability to complete the program. Violation of professional or ethical responsibilities may result in your not being recommended for certification even if you have completed your course requirements.

You are expected to start at the same time as your assigned district with Professional Development and Opening Teacher meetings and attendance on the first day of school.

Prior to beginning practicum/student teaching, you must establish contact with the cooperating teacher. (Initial contact was made through an interview process before you were accepted by the cooperating teacher).

First Day of School

· You are expected to report to school at the same time your cooperating teacher is expected to report. You should report first to the school office to re-introduce yourself to the school secretary and other personnel, as well as the school principal before reporting to the cooperating teacher.

Attendance

· Telephone the cooperating teacher, university supervisor, and Student Teaching Office (860-768-4773) prior to any absence. If you are responsible for teaching a lesson and will be absent, you must leave your lesson plans and the required materials so that your cooperating teacher can teach the lesson. It is expected that you will be at your placement every day unless you are seriously ill or there is a death in your family. You will need to make up any time missed in excess of three days. This will require working after the scheduled placement end date. If absences beyond the three days are not made up then:
  o The situation will be referred to the Coordinator of Student Teaching, and possibly to the Student Teaching Committee
  o The student teaching grade will be affected
  o The student may be withdrawn from the placement and/or asked to repeat their experience

Fingerprinting

· Prior to entering the Practicum teaching experience, it is expected that you will have already obtained documentation showing proof of having been fingerprinted through CREC. This was part of your acceptance into the Professional Program. Keep a copy of your receipt and fingerprints. Please call (860-768-4773) or email (elazaroff@hartford.edu or uhartsto@hartford.edu) for further details.
Outside Activities

- You should make no plans for involvement in out-of-school activities that would interfere with teaching responsibilities in any way. If there is a pressing need for participation in any activity, first it must be cleared with the Coordinator of Student Teaching, followed by your University Supervisor and cooperating teacher. While working is not encouraged during this time, there are students who must provide income in order to stay in school; in this case, be sure working hours are scheduled outside of the hours of your responsibilities of teaching.

Holiday/Vacation policy

- With several school vacations, the spring semester is an abbreviated one. To allow for continuity and maximum pupil-teacher contact, you are expected to be at your placement even if the university is closed (e.g. during the university’s spring break). You should make housing arrangements with residential life well in advance. Also, check with them to be sure meals will be available since the dorms and cafeterias are officially closed during winter and spring breaks. During public school vacations, you are required to attend university classes.

Policies related to retention, withdrawal, and dismissal

- It is imperative that the student teacher, cooperating teacher, and university supervisor communicate openly and honestly with each other about a problem when it first arises. This requires meeting with each other individually and as a team to try to resolve the issue within the triad. The ability to communicate openly, solve problems, and make a difficult situation work are key skills that you will need in order to be successful in the work world.

If problems still persist, then the following steps will be followed:

- The supervisor will communicate in writing in a timely fashion with the Coordinator of Student Teaching about areas of significant concern. If the teacher-candidate, university supervisor, or cooperating teacher determine that the placement or the progress of the teacher-candidate is unacceptable, then the supervisor must immediately notify the Coordinator of Student Teaching and submit written documentation noting the concerns of each triad member.

- The Coordinator of Student Teaching will communicate with the triad members and with both the Coordinator of Teacher Education and the student’s academic advisor. The following are some possible options:

  1. The teacher-candidate will remain in the current placement and the problems will be addressed within the placement.
  2. A new placement will be sought for the teacher-candidate.*

The teacher-candidate will be withdrawn from student teaching. If the candidate wishes to request another placement, they will contact the student teaching office describing the situation and the reason they feel another placement should be granted. The Chair of the department, director of the program and the advisor will be alerted. A joint decision will be made regarding whether the request will be honored.

  The teacher-candidate will be withdrawn from student teaching. If the candidate wishes to request another placement, they will contact the student teaching office describing the situation and the reason they feel another placement should be granted. The Chair of the department, director of the program and the advisor will be alerted. A joint decision will be made regarding whether the request will be honored.
*If problems arise after the third week of the semester and withdrawal is necessary, then the options for dealing with the situation may be limited. Finding placements is always difficult, and it may not be possible to find another placement for the teacher-candidate during the current semester, regardless of when the withdrawal occurs.

**Evaluation process**
- The university supervisor will visit the student teaching site 7 times per semester—with 5 of these visits being observations. See Section V Overview sheet for details.
- Some of the key areas the student will be evaluated on are: improvement in the teaching competencies established by the University of Hartford and the State Department of Education (CCT), development as a reflective practitioner, willingness to accept and act on cooperating teacher and supervisor suggestions, and meeting professional responsibilities. The University supervisor will make the final grade decision based on the above guidelines and will take into consideration the cooperating teacher's recommendation.

**Practicum Experience**
- The university supervisor will visit the Practicum site 5 times per semester—with 3 of these visits being formal observations.
- Key areas of evaluation are the same as outlined above for the Student Teaching experience and the instrument used is identical for both experiences.

**Substitute teaching**
- Teacher-candidates cannot be used as substitute teachers. If the classroom teacher is absent, teacher-candidates may teach their own class of students provided a substitute teacher is present in the classroom at all times. Teacher-candidates may not receive remuneration for any instructional services rendered during the hours assigned to the student teaching experience.

**Work stoppage**
- Teacher-candidates will have the option of crossing or not crossing picket lines. Teacher-candidates may not serve as substitutes for teachers who are on strike. If the teacher-candidate’s cooperating teacher is not present due to the strike, then the teacher-candidate should not be in attendance.
Section V

Roles & Responsibilities
**Teacher-candidates** work under the direction of their cooperating teachers. They participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake the same duties as their cooperating teachers. Teacher-candidates must communicate with their cooperating teachers when uncertain about classroom and school procedures or expectations for performance. Teacher-candidates should include University supervisors in discussions that warrant further clarifications.

**Cooperating Teachers** are the cornerstones of the Practicum/Student Teaching experiences. As certified and trained teachers, they guide and mentor the teacher-candidates on a day-to-day basis, assign duties and responsibilities to them, and, with the University supervisor, evaluate the teacher-candidate’s progress.

**University Supervisors** are trained, experienced classroom teachers or administrators who serve as mentors to teacher-candidates and observe them over the course of their placements (five for Practicum and seven for Student Teaching). They are the first people who should be contacted by candidates and cooperating teachers if questions or concerns arise. As the liaison to the University, they are responsible for the final evaluation of teacher-candidates.

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**Practicum Experience**

**Practicum candidates** work under the direction of their cooperating teachers. They participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake duties as directed by their cooperating teachers. Practicum candidates must communicate with their cooperating teachers when uncertain about classroom and school procedures or expectations for performance. Practicum candidates should include University supervisors in discussions that warrant further clarifications. Practicum candidates are not Student Teachers…the pace is slower, with less whole group teaching opportunities. Practicum candidates do not fully take responsibility for the day-to-day running of a class until the following semester of Student Teaching.

**Cooperating Teachers and University Supervisors** play the same role as outlined above.
TEACHER-CANDIDATE GENERAL REQUIREMENTS

Introductions
When your University supervisor first visits your school you will need to introduce them to the principal, your cooperating teacher, and your class. Please advise your supervisor of any sign-in procedures connected with visiting your school.

Timeline of Experiences
Work with your Cooperating Teacher to develop a plan for gradually increasing your teaching responsibilities. Submit this plan to your supervisor by the 3rd or 4th week of your placement (See Section IV – Timeline of Experiences).

Dates Needed
Provide the supervisor with a copy of your school’s schedule for vacation, teacher workshops, parent/teacher conferences, and standardized tests. The end date for your placement should be worked out at your first meeting between you, your Cooperating Teacher and your Supervisor.

Lesson Plans
Lesson plans must be submitted to the Cooperating Teacher 48 hours in advance. Email lesson plans to your University supervisor 24 hours in advance of observation. Please provide them with any worksheets and textbooks used during the lesson (See Appendix – University of Hartford Lesson Plan Rubric).

Technology
Incorporate technology into your planning, teaching, and assessing. Learn to operate the school’s audio-visual equipment, computers, smartboards, etc.

On Time
Be on time each day, respond to phone calls and turn in required materials (e.g., lesson plans) to your Cooperating Teacher and University Supervisor in a timely fashion.

Observations
Observe your Cooperating Teacher in a variety of situations. Keep notes on these observations. Reflect on the teaching style, classroom management, rapport with students, transitions and organizational strategies, purposeful observing will help you grow and build your capacity as a teacher.

Videotaping
Videotaping is a very helpful learning tool for you and you may need it for the interview process. Ideally, do this at mid-semester so you can see what needs improving. Videotape again near the end of semester so you have a polished product you can use in the job interview process. Ask the teacher to help you tape your lessons. Suggestion: set up the camera a day or two before you actually start taping so students arrive at a point where they ignore the camera, and then start the actual taping. An example of a “Parent Permission to Videotape” letter can be found in this section as well as in the Appendix.
**Bulletin Board**
Prepare bulletin boards and other teacher created materials for your class and include these into your Professional Teacher Portfolio (use pictures).

**Second semester Seniors and Graduate Students Only**
Contact Career Placement Office in Gengras (860-768-4287) for the following:

- Placement File
- Resume Assistance
- Job Interviews
- Education Fair
- Mock Interviews

Contact College Evaluator (860-768-4598) for the following:

- Graduation Application
- Praxis Exam Applications
- Certification Application
- NASDTEC Interstate Contract (NIC) for out of state certification
The Teacher-Candidate’s Role and Responsibilities

1. Dress and conduct oneself professionally according to: the standards of the profession (see Appendix - Connecticut’s Code of Professional Responsibility for teachers (Sec 10-145d-4002) of the Connecticut State Regulations, dispositions in University of Hartford Conceptual Framework, Appendix – Dispositions document), and the standards of the school (see school’s faculty handbook).

2. Place school duties before personal concerns and accept responsibilities that are a necessary part of the profession.

3. Exemplify attitudes and actions of a teacher rather than those of a student.

4. Be aware of and observe the laws, rules, and guidelines concerning confidentiality.

5. Follow the rules of basic courtesy toward teachers, pupils, the school staff, and members of the community.

6. Schedule daily planning time with your teacher before/after school, during lunch or free period.

7. Work with your Cooperating Teacher on developing a Timeline of Experiences (See Section VI) sheet outlining your increasing responsibilities (See Section VI - Weekly Guide for details). You will need to submit the Timeline to your University supervisor during the 3rd or 4th week of the placement.

8. Attend faculty meetings, professional development workshops, Open House, and PPTs, as college course schedule permits and with permission of the Cooperating Teacher.

9. Shadow the Cooperating Teacher. For example, arrive and leave when they do, assume responsibilities accorded to regular staff, i.e., supervision of cafeteria, playground, busses, etc. However, no Student Teacher should be assigned these duties without a member of staff present. Student Teachers are not allowed to act as substitute teachers.

10. Assemble and maintain a professional teaching portfolio. (See your Seminar leader for further directions/expectations).

11. Know, and be able to apply, expectations found in the Common Core of Teaching, Common Core of Learning, Division of Education Conceptual Frameworks, professional standards in your content area (See Appendix), and your school curriculum.

12. Based on the CCSS in English, Language Arts, and Math and state standards in other content areas, prepare daily lesson plans detailing specific objectives, instructional strategies, and evaluation procedures. Reflect after each lesson and throughout the placement using the lesson plan reflection component as well as the Education Division’s Conceptual Framework.

    Prepare lesson plans, which targets different learning styles, ability levels, interests, cultural backgrounds, incorporates technology and provides multiple assessment measures. For Integrated Elementary/Special Education, Elementary Education, and Secondary English and Math Education majors, this will include the Candidate Effect on Student Learning project, (Please see your Seminar leader for specifics).

13. Make time available for, listen attentively to, and participate actively in conferences with the Cooperating Teacher and University Supervisor. Seek, accept, incorporate suggestions for improvement, and welcome feedback with a professional attitude.

14. Your cooperating teacher should provide you with written feedback on a weekly basis using whatever format they choose; also the Cooperating Teacher should fill in the Observation form (See Appendix) during the semester. Give your University supervisor a copy of this feedback each time s/he visits and keep the original copy.
15. Complete midterm and final evaluation form **before hand**, and bring to a 3-way meeting with University Supervisor and Cooperating Teacher to discuss results and any concerns.

16. Assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least 2 weeks.
Permission to Videotape in the Classroom

The form below is given to you as a suggested format in writing to your parents/guardians. Even if the school has already sent home a general permission form you should still plan on writing your own. The letter gives you an opportunity to communicate directly with your parents, a chance to share some of your plans for your stay while in that classroom, and gives you the opportunity to practice writing such a letter. It is strongly suggested that you include such a permission letter into your Portfolio as another example of your ability and willingness to communicate effectively with your parents.

Permission to Videotape in the Classroom

Date

Dear Parents/Guardians,

My name is _______________________________ and this semester I am doing my Student Teaching in ____________________________ classroom. In order to sharpen my skills and grow as an educator, I will be videotaping one or more classroom lessons over the next few weeks. This video will be shared with other university students and my instructor during my Seminar class (which accompanies my Student Teaching experience). While you certainly have the right to ask that your child not be videoed, I am hoping you will allow him/her to be a part of this learning experience. I am asking that you complete the permission section below and return this note back to me by ______________________ so I may complete my plans for this activity. Please know that if you do not give permission, your child will not be included in the video, but will still be a part of this overall lesson. I thank you in advance for your time and effort in completing this form and helping me become a more effective educator.

Thank you,

Your name here

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Reflective Journals

- Unless you are taking a course which requires a journal, you do not need to submit a reflective journal. However, the questions below may assist you in reflecting on your experiences even if you are not keeping a journal.

- The journal is separate from the reflections you are required to do after each lesson you present (See Appendix - Lesson Plan Format and rubric).

The following are some possible topics to reflect on in your journal. Try to apply theories learned in courses to your actual classroom experiences. Use U of H’s Conceptual Framework for Education Programs and the Common Core of Teaching as the basis for your reflections.

1. What have you learned about yourself? (your values and goals as a teacher, strengths and weaknesses, interaction style, growth over time in the placement)

2. What have you learned about children? (the needs and interests of children at this grade level, the strengths, weaknesses, and reaction patterns of a specific child)

3. What have you learned about teaching? (strategies you can use to create a positive learning community, how the role of teacher differs from your expectations)

4. Think about a critical incident at school (e.g., two children used racial slurs during a fight in the classroom). You might want to reflect about:
   - What happened? Is there another way to see this event? How would the people involved and the rest of the students explain this event?
   - How you feel about it? What were the assumptions that you were operating with?
   - What did you learn, and what are some alternative ways for handling the situation in the future?

5. How does the social context of schools affect learning/teaching?
   - Are diverse students (e.g., from different ethnic/racial backgrounds, students with special needs, English Language Learners) provided with equal opportunities to use computers, to participate in discussion?
   - What are students learning through the hidden or unwritten curriculum (i.e. procedures, environment, expectations, feedback)?
   - To what extent are parents present at parent-teacher conferences, open houses, PPTs? What are the reasons for non-attendance and how are these parents viewed? What can be done to be even more welcoming to all parents, and especially to those who are intimidated by the school environment?
The Cooperating Teacher’s Role and Responsibilities

*The Cooperating Teacher serves as a rich source of information, guidance, and role modeling.

1. Welcome and integrate the teacher-candidate into the school routine. Introduce the teacher-candidate to faculty and staff members.

2. Schedule sufficient time throughout the placement:
   - to evaluate and participate in the teacher-candidate’s lesson planning (the teacher-candidate is required to submit lesson plans to you 48 hours in advance)
   - to observe the teacher-candidate’s teaching and offer both oral and written comments
   - to formally observe the teacher-candidate and provide written feedback at least once each week.

3. Guide the teacher-candidate toward available materials for teaching (e.g., curriculum, teachers’ guides, school and community resources). Suggest effective teaching techniques, including specific requirements for students with IEPs and 504 plans.

4. Work with the teacher-candidate on developing a “Timeline of Experiences” sheet (Section VI) outlining increasing responsibilities for the student teacher. See “Weekly Guide” for details (Section VI). They will need to submit the Timeline to their University supervisor during the 3rd or 4th week of the placement.

5. Foster a positive relationship with the University supervisor, and collaborate with them to provide ongoing support to the student teacher. Communicate with the University supervisor on a regular basis throughout the placement to discuss the teacher-candidate’s progress and any concerns, and to share your written observations.

6. If major concerns arise, provide written documentation with specific details to both the teacher-candidate and the University supervisor in a timely fashion.

7. Complete the “Midterm and Final Evaluation” (See Appendix) forms beforehand, and have a 3-way meeting with the teacher-candidate and University supervisor to discuss results and any concerns. Share grade or grade range with student at midterm.

8. Model effective practices aimed at helping the student teacher progress in areas of identified need, including specific requirements for students with an IEP or 504 plan.

9. Assist the teacher-candidate videotape a lesson if required.

10. Facilitate the teacher-candidate’s reflective thinking and practice based on the Education Division’s Conceptual Framework and CCT (See Appendix).

11. Emphasize learning through experience, reflection, problem solving, supportive feedback, and constructive criticism.

12. Encourage the teacher-candidate to develop his/her own personal teaching style.

13. Teacher-Candidates need to share your written feedback with their supervisor and include it in their portfolio. Please provide written feedback on a weekly basis using whatever format you would like, and fill in the Observation form during selected times.
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<th>WEEK</th>
<th>TO DO</th>
<th>COMMENTS</th>
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| 1st or 2nd week | 3-way Meeting | • Familiarize yourself with this Handbook. Meet with the University supervisor and teacher-candidate to establish the triad relationship, discuss your expectations, and those of the supervisor. Get clarification about procedures listed in the Student Teaching Handbook.  
• Set up date for the University supervisor’s first observation of the teacher-candidate. |
| 2 | | • Work with the teacher-candidate to establish a **Time line of Experiences** (Section VI and Appendix) sheet using the Weekly Activities sheet in Handbook as a basis. The student is required to submit this to their supervisor when they come to observe for the first time. |
| 3 | Observation | • Set aside a time each day for meeting with the student teacher in order to plan and provide feedback and encouragement. **Provide written feedback to student at least once a week throughout the semester** (use the Student Teaching Observation Form (see Appendix) every other week and your own form at other times to provide feedback). Each time the University supervisor visits, briefly update them on how things are going and give them a copy of your written feedback.  
• The University supervisor will check in with you for a couple minutes, collect your written feedback, observe the teacher-candidate’s lesson, and conference with him/her. |
| 4 | | |
| 5 | Observation | • University Supervisor will check in with you. |
| 6 | | |
| 7 | Midterm 3-way Meeting | • **University supervisor, teacher-candidate, and cooperating teacher fill in Midterm Evaluation form (see Appendix) before the meeting**, then hand in their copies to the University supervisor on the day of the meeting. **Prior to meeting**, the University supervisor and cooperating teacher should **discuss a grade or grade range**, and share it with the teacher-candidate at this **meeting**. The University supervisor will need to submit a Midterm Warning Form to any teacher-candidates who have significant problems and are in danger of getting a poor grade. Please provide **specific written documentation** of any problem to the University supervisor. If, at any time, you are experiencing problems that you aren't able to solve through the triad, please contact the Coordinator of Student Teaching. |
| 8 | | |
| 9 | Observation | • University Supervisor will check in with you. |
| 10 | | |
| 11 | Observation | • University Supervisor will check in with you. |
| 12 | | • If the University supervisor and cooperating teacher feel they have an outstanding teacher-candidate who they would like to nominate for the |
Weinswig Award, the nomination form is due about 3 1/2 weeks before the end of the placement.

| 13 | · The teacher-candidate should **assume full responsibility for planning and teaching for at least 2 weeks at the end of the semester.** The cooperating teacher may want to leave the room for very brief periods to allow the student some experience handling the class alone. However, this should be done for a very short time with the cooperating teacher nearby and only later in the semester, as legally the cooperating teacher is required be present in the classroom at all times. |
| 14 | · Prior to meeting, the University supervisor and cooperating teacher should discuss a grade or grade range. It will be up to the University supervisor to make the final decision about the grade and they will decide whether to discuss the grade with the teacher-candidate at this meeting. The University supervisor will need to submit grades to the Coordinator of Student Teaching within 3 days after the placement end date, or earlier if possible (See Appendix - Guidelines for Evaluating Teacher Candidates). |

· The weekly schedule may vary depending on vacations, progress of the teacher-candidate, etc.

**The University supervisor will visit a total of 7 times with at least 5 of the visits being observations.** If significant concerns arise and more visits may be required, the University supervisor will submit an Additional Visit Form (see Appendix) to the Coordinator of Student Teaching.
The Cooperating Teacher’s Role and Responsibilities for Practicum

*The Cooperating Teacher serves as a rich source of information, guidance, and role modeling.

1. Welcome and integrate the teacher-candidate into the school routine. Introduce the teacher-candidate to faculty and staff members.

2. Schedule sufficient time throughout the placement:
   - to evaluate and participate in the teacher-candidate’s lesson planning (the teacher-candidate is required to submit lesson plans to you 48 hours in advance)
   - to observe the teacher-candidate’s teaching and offer both oral and written comments
   - to formally observe the teacher-candidate and provide written feedback at least once each week.

3. Guide the teacher-candidate toward available materials for teaching (e.g., curriculum, teachers’ guides, school and community resources). Suggest effective teaching techniques, including specific requirements for students with IEPs and 504 plans.

4. Work with the teacher-candidate on developing a “Timeline of Experiences” sheet (Section VI) outlining increasing responsibilities for the student teacher. See “Weekly Guide” for details (Section VI). They will need to submit the Timeline to their University supervisor during the 3rd or 4th week of the placement.

5. Foster a positive relationship with the University supervisor, and collaborate with them to provide ongoing support to the student teacher. Communicate with the University supervisor on a regular basis throughout the placement to discuss the teacher-candidate’s progress and any concerns, and to share your written observations.

6. If major concerns arise, provide written documentation with specific details to both the teacher-candidate and the University supervisor in a timely fashion.

7. Complete the “Midterm and Final Evaluation” (See Appendix) forms beforehand, and have a 3-way meeting with the teacher-candidate and University supervisor to discuss results and any concerns. Share grade or grade range with student at midterm.

8. Model effective practices aimed at helping the candidate progress in areas of identified need, including specific requirements for students with an IEP or 504 plan.

9. If required: Assist the teacher-candidate in videotaping a lesson.

10. Facilitate the teacher-candidate’s reflective thinking and practice based on the Education Division’s Conceptual Framework and CCT (See Appendix).

11. Emphasize learning through experience, reflection, problem solving, supportive feedback, and constructive criticism.

12. Encourage the teacher-candidate to develop his/her own personal teaching style.

13. Teacher-Candidates need to share your written feedback with their supervisor and include it in their portfolio. Please provide written feedback on a weekly basis using whatever format you would like, and fill in the Student Teaching Observation form a few times during the semester.
The University Supervisor’s Role and Responsibilities

The University supervisor will visit the Student Teacher 7 times per semester—with at least 5 of the visits being observations. If significant concerns arise and more visits may be required, the supervisor will need to inform the Coordinator of Student Teaching about the specifics of the situation using the Additional Visit Sheet (see Appendix).

1. After each visit, provide verbal and written feedback to the teacher-candidate regarding his/her performance in the classroom.

2. Monitor the quality of teacher-candidate’s lesson plans to be sure all required parts are included, and to provide specific suggestions for improvement. Students are required to e-mail you their lessons 24 hours in advance and to provide you a copy of any worksheets or textbooks used during the lesson (see Appendix).

3. Emphasize learning through experience, reflection, problem solving, supportive feedback, and constructive criticism.

4. Facilitate reflective thinking and practice based on the Education Division’s Conceptual Framework and CCT (see Appendix).

5. Foster a positive relationship with the cooperating teacher, and collaborate with him/her to provide ongoing support to the teacher-candidate. Communicate with the cooperating teacher on a regular basis throughout the placement to discuss the candidate’s progress and any concerns.

6. Communicate with the teacher-candidate on a regular basis to assist him/her in developing a positive relationship with his/her cooperating teacher and the school community, to help nurture his/her growth as a teacher, and to foster the development of his/her own personal teaching style.

7. If major concerns arise, notify the Coordinator of Student Teaching. Provide written documentation with specific details to the teacher-candidate, the cooperating teacher, and the Coordinator of Student Teaching in a timely fashion.

8. Complete Midterm and Final Evaluation Forms (see Appendix) beforehand and have a 3-way meeting with the teacher-candidate and the cooperating teacher to discuss results and any concerns. Share grade or grade range with student at midterm. Complete all online evaluations (midterm and final) using LiveText.

9. Assign final grade based on input from Cooperating Teacher and your own judgment using the Guidelines for Evaluating Teacher Candidates (see Appendix).
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<td>Before semester begins</td>
<td>Orientation Meeting for Supervisors and Teacher-Candidates</td>
<td>• Bring your calendars to schedule additional meetings (usually 1 or 2 per semester). Spend 1/2 hour orienting your teacher-candidates to your expectations, collecting their current contact info, and getting to know them.</td>
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<td>1 or 2</td>
<td>3-way Meeting</td>
<td>• Meet with cooperating teacher and student teacher to establish the triad relationship, review your procedures, and answer questions about guidelines in the Handbook.</td>
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<td>3</td>
<td>Observation</td>
<td>• Observe teacher-candidate, fill in Student Teaching Observation Form (See Appendix), conference with teacher-candidate. Set date for next observation. At this observation only, collect from teacher-candidate and keep for yourself the Timeline of Experiences (see Appendix) sheet that they have created with their teacher. Turn in first mileage Travel Expense Voucher (TEV) form (see Appendix) this week or next.</td>
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| 5 | Observation | • Observe teacher-candidate, fill in Student Teaching Observation Form (see Appendix), conference with teacher-candidate. Set date for next observation.  
• Notify coordinator of student teaching **in writing** in a timely fashion when any significant problems regarding the placement arise.  
• **Submit mileage sheets (TEV forms) throughout the semester.** |
| 6 | | |
| 7 | Midterm 3-way Meeting | • Supervisor, teacher-candidate, and cooperating teacher fill in Mid/Final Evaluation form before the meeting, and then hand in their copies to the University supervisor on the day of the meeting. **Prior to meeting**, the University supervisor and cooperating teacher should discuss a grade or grade range and share it with the teacher-candidate at this meeting.  
**Submit in Livetext.** |
| 8 | | • Submit Midterm Warning Form (see Appendix) to any teacher-candidate who has significant problems and is in danger of getting a poor grade. Submit a copy of Midterm Warning, and specific documentation of the problem by you and the cooperating teacher, to Coordinator of Student Teaching. |
| 9 | Observation | • Observe teacher-candidate, fill in Student Teaching Observation Form (See Appendix), conference with teacher-candidate. Set date for next observation.  
• **Submit mileage sheets (TEV forms) throughout the semester.** |
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<tr>
<td><strong>Observation</strong></td>
<td>· Observe teacher-candidate, fill in Student Teaching Observation Form (see Appendix), conference with teacher-candidate. Set date for next observation.</td>
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<tr>
<td><strong>Nominations</strong></td>
<td>· Nominations for Weinswig Award (see Appendix) for Outstanding Student Teacher are due about 3 1/2 weeks before end of placement. Notify student you are nominating at least 2 1/2 weeks before the form is due.</td>
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<td><strong>Final 3-way meeting</strong></td>
<td>· The teacher-candidate should assume full responsibility for planning and teaching for at least 2 weeks at the end of the semester.</td>
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<tr>
<td><strong>Meet with cooperating teacher and teacher-candidate. Assign final grade based on input from cooperating teacher and your own judgment. Submit grades to the Coordinator of Student Teaching within 3 days after the placement end date, or earlier if possible (See Appendix - Guidelines for Evaluating Teacher Candidates).</strong></td>
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<td>· Mail or drop off packet of all student observation forms, contact sheet, mid and final evaluation forms to the Coordinator of Student Teaching. Submit in Livetext.</td>
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<td>· Mail in last mileage sheet (TEV form). If final mileage sheet isn’t received within 7 days after the placement end date, you may not be able to be paid.</td>
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</table>
The final grade is an assessment of the practicum student's exit performance. The grade does not necessarily reflect an average of performance throughout the Practicum period.

The following are guidelines for assigning final grades:

**A final grade of "A" indicates the teacher candidate:**
- is ready to undertake full day student teaching experience,
- has achieved a high level of teaching performance,
- is able to teach well in all content areas/grade levels,
- effectively interacts with both students and colleagues,
- reflects on social context, human relations, practical teaching approaches, student outcomes, differentiating instruction for diverse learners, technical skills, and on feedback from cooperating teacher and supervisor.

**A final grade of "B" indicates the teacher candidate:**
- has potential to succeed in the full day student teaching with continued growth and experience
- demonstrates evidence of consistent independent teaching ability in some content areas/grade levels
- reflects on the daily activities in the classroom, on lessons and on constructive feedback from cooperating teacher and supervisor
- should be considered for full day student teaching.

**A final grade of "C" indicates the teacher candidate:**
- received several ratings of 1 or 2 on final evaluation,
- has been able to provide quality teaching of individual lessons in some content areas/grade levels,
- minimal evidence of reflection,
- would not be recommended for full day student teaching.

**A final grade of "D" indicates the teacher candidate:**
- has not performed in the classroom independently,
- is not yet able to provide quality teaching on a regular basis,
- minimal evidence of reflection,
- would not be recommended for full day student teaching.
Section VI

Sequential Weekly Guides for Gradual Induction (by program)
SEQUENTIAL WEEKLY GUIDE

The teacher-candidate’s induction into the Practicum and/or Student Teaching experience is one that takes thoughtful planning and purposeful engagement to make full use of the teaching and learning opportunity. Seven components to consider over the course of the placement are:

**Purposeful Observation** helps teacher-candidates grow and provides them with a diversity of perspectives, including the cooperating teacher and assigned class; other teachers’ classes at the same grade level, as well as the grade level preceding and following; students with diverse abilities in tier II and III instruction (Scientific Research-Based Intervention- SRBI); English Language Learners (ELLs) instruction; specific supports for students with an Individualized Education Plan (IEP) or 504; Essentials or Specials classes (Art, Music, Physical Education); and extracurricular activities involving students, and/or parents and the community.

The teacher-candidate should approach observing with specific goals in order to maximize the experience and note effective techniques. Specific observations should be made in the areas of: classroom management techniques; instructional techniques; strategies useful in gaining the participation of all class members; ways of structuring effective routines and transitions; identification of differences (points of reference) among learners; teacher behaviors to which learners respond in positive ways; use of technology in instruction and classroom administration that is efficient and effective; physical conditions of the classroom and their influence on teaching.

**Participation** should begin on the first day and gradually increase until the teacher-candidate has full teaching responsibility. These participatory activities should include three kinds of experiences: (a) Instructional – brief, teaching-related activities; (b) Routine – classroom and school-wide activities; and (c) Supplementary – non-teaching activities such as bus or café duty.

Suggested participatory experiences include working with individuals, small groups or students with special needs; care of classroom and instructional supplies, equipment, technology; keeping records and making reports; administrative duties of the classroom teacher; assistance with student activities or social functions; attendance at professional meetings and parent-teacher-student conferences.

**Planning for Instruction** should be a cooperative endeavor between the cooperating teacher and teacher-candidate and should gradually move from the early stages of more hands-on direction and thinking through the plan, to allowing the teacher-candidate to plan independently. Teacher-candidates are expected to develop inclusive standards-based lesson plans with engaging instructional strategies that focus on student outcomes and means of assessing the learning.

**Conferring** daily is critical to the growth of the teacher-candidate and to the communication necessary for a successful experience for the students in the classroom. Conferences should be both informal (to explore and provide immediate feedback on teaching strategies) and formal (to have a clear agenda to assess results of pedagogy and assessment of student learning in light of teacher-candidate’s program expectations and competencies.) The cooperating teacher is expected to provide constructive and
specific feedback with objective data; praise and encourage where appropriate; be open to professional
discourse to discuss ideas, opinions and clarifications of the teacher-candidate and promote a harmonious
working relationship. As a reflective practitioner, the teacher-candidate is expected to reflect and evaluate
his/her own teaching with a focus on continual improvement; welcome feedback and engage in professional
discourse to discuss ideas, opinions and clarifications.

**Teaching** involves a gradual induction into full teaching responsibilities based on prior opportunities for
observations, planning initial teaching experiences, implementing and analyzing those early teaching
experiences and demonstrating readiness through knowledge of students, pedagogy suitable to meet students’
needs, and confidence to effectively engage the learners.

**Dispositions** define the practices, attitudes, beliefs and skills that the teacher-candidate possesses and
demonstrates on a consistent basis. Dispositions deepen one’s understanding and effectiveness as a teacher.
Three specific dispositions are identified within the Education Unit’s Conceptual Framework:

- Professionalism
- Engagement
- Global Mindedness

They are inclusive within the six evidence-based teacher candidates outcomes:

- Social, emotional and cultural development of children
- Classroom environment for all students
- Subject matter
- Pedagogy
- Outcomes
- Professional Responsibilities

Assessment of the teacher-candidate’s professional basic traits and characteristics and dispositions over the
course of the professional teaching program provides data for progress monitoring candidates.

**Evaluation** of the progress of the teacher-candidate is central to the professional education program
assessment of the emerging educator. The performance-based evaluation is a continuing and cooperative
effort among the triad (teacher-candidate, cooperating teacher, and University supervisor) and is viewed as the
beginning of a life-long process of being a reflective practitioner engaged in continuous professional
improvement.
Becoming acquainted with Routines and Procedures and Resources

The complexities of responsibilities for teaching and learning are far-reaching and involve much more than the primary work of a teacher to master content, plan and deliver effective instruction, and assess student learning. While teacher-candidates will be in a variety of settings, they are expected to become acquainted with routines, procedures and resources specific to their school that support and enrich the day-to-day expectations of teaching and learning. Understanding the importance of knowing and implementing routines and procedures and using resources provides a strong foundation for effective classroom management, smooth transitions, and the ability to “respond” rather than “react” to situations. Following are examples:

- **School schedules** (opening and closing times for teachers and students; procedures for signing in and out; times for lunch and recess; schedules of subjects and activities in the cooperating teacher’s class; adjustments due to team teaching/shifts; faculty meetings; school clubs or activities).

- **School routines** (fire and other drill procedures [lock-down]; methods of checking and recording attendance; regulations concerning students leaving the room and building; procedures used for pupils’ assembling in and leaving the building for busses/walkers).

- **School facilities** (administrative, secretary, and nurse’s office); library, faculty room, supply rooms, custodial services, cafeteria and play areas, desk adjustments, heating, lighting, ventilation, parking regulations).

- **School regulations and policies** (teacher and student handbooks, materials for new teachers, announcements, policies/procedures for classroom discipline and management; provisions for children with special needs (e.g. those with epilepsy, physical handicaps, etc.); procedures for emergencies (e.g., fire, accident, weather, etc.); homework policies; regulations concerning classroom visitors; testing procedures; legal status of the student teacher).

- **Administrative forms** (absence forms, counseling forms, permission forms for field trips and parties; health records and cumulative records; progress reports, report cards, progress monitoring; inventory requisitions, money receipts, etc.).

- **Materials correlating to teaching and learning** (textbooks and accompanying materials, supplementary books, state and local curricula, library books and professional library materials, test [local benchmark assessments]).

- **Resource people and general services** (assistant principals, attendance personnel; librarian, medical and dental services if school has a health clinic; technology services; supervisory help; music, art, and physical education teachers; speech and hearing consultants; occupational or physical therapists; counselors; curriculum specialists).

- **Extracurricular activities** (supervising after-school programs, observing and assisting club activities; attending plays and concerts; observing Student Council; gaining experience with school newspaper, yearbook and other publications).

- **Community activities** (acquiring experience in communicating with parents and the community in a professional manner; attending PTA/PTO meetings; participating in school and community activities; surveying resources in the community; learning about agencies that work with children/young adults).
Early Childhood Student Teaching I - HALF DAY Sequential Weekly Guide

These recommended activities/responsibilities should be discussed among the Cooperating Teacher, Teacher-Candidate, and University Supervisor. While each classroom situation or setting may be different, these serve as guidelines.

1st - 2nd Weeks:
- Observe individual students for learning styles, management considerations, etc.
- Assist individual students.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Develop familiarity with materials and programs used in classroom.
- Observations and routine duties as listed in the ongoing activities section at the bottom of this page.

3rd - 6th Weeks: *(Beginning with week 3, write lessons using the University of Hartford Lesson Plan format)*

- **3rd Week** – Plan, write, and teach one lesson per week.
- **4th and 5th Weeks** – Plan, write, and teach two lessons per week.
- **6th Week** – Plan, write, and teach three lessons per week. By end of week 6, you should have taught lessons in at least 3 areas.
- Work with cooperating teacher to develop a Timeline of Experiences outlining your classroom responsibilities and submit to your supervisor by about the 3rd or 4th week of your placement.
- Continue to observe and participate in routines.
- Observe and/or consult with the art, music, physical education teachers.
- Check student's work while the teacher works with group.
- Dictate spelling.
- Assist in administering simple diagnostic instruments.
- Accompany students to various locations.
- Utilize existing materials in developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Lead opening exercises.

7th - 14th Weeks:
- Assume additional teaching responsibilities until experienced in all subject areas.
- Continue previous routines.
- **Plan for and teach a brief unit** which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- The teacher-candidate will assume **full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least one week.**

Other Ongoing Activities:
- Use instructional approaches which celebrate students’ cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- Develop and put up bulletin boards (if appropriate).
- Observe other classrooms.
- Correct and assess papers/workbooks/student work.
- Read to the class.
- Become familiar with availability and use of audio-visual equipment and computers; incorporate a variety of technological approaches to enhance teaching and learning.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty and board meetings, and School’s Open House.
- Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department’s Conceptual Framework as the basis for your reflection.
Early Childhood FULL DAY Sequential Weekly Guide

These recommended activities/responsibilities should be discussed among the Cooperating Teacher, Teacher-Candidate, and University Supervisor. While each classroom situation or setting may be different, these serve as guidelines.

1st Week:
- Observe individual children for their learning styles, management considerations, etc.
- Correct and assess papers/workbooks.
- Assist individual students.
- Read to the class.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Dictate spelling.
- Develop familiarity with materials and programs used in the classroom.
- Observations and routine duties as listed in the ongoing activities section at the bottom of this page.

2nd - 3rd Weeks: (Beginning with week 2, write lessons using the University of Hartford Lesson Plan format).
- Teach 1 or 2 lessons/content are as daily.
- Continue to observe and participate in routines.
- Accompany students to various locations.
- Assist in administering simple diagnostic instruments.
- Lead opening exercises.
- Check individual student’s work while teacher works with the class.
- Utilize existing materials in a developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Develop and put up bulletin boards.
- Work with cooperating teacher to develop a Timeline of Experiences outlining your classroom responsibilities and submit to your University supervisor by about the 3rd or 4th week of your placement.

4th – 6th Weeks: Teach 3-4 lessons/content are as daily.
- Continue previous routines.

7th – 10th Weeks: Teach 4-5 lessons/content are as daily.
- Continue previous routines.

11th – 14th Weeks: Student Teacher should continue adding content areas until all areas have been taught.
- The candidate will assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least two weeks.

Other ongoing activities
- Use instructional approaches which celebrate students’ cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- Plan for and teach a brief unit which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- Observe and/or consult with the art, music, physical education teachers.
- Become familiar with availability and use of audio-visual equipment and computers. Incorporate a variety of technological approaches to enhance teaching and learning.
- Observe other classrooms.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty and board meetings, and school open house.
- Videotape at least one of your lessons. (Be sure to obtain video release form).
- Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department’s Conceptual Framework as the basis for your reflection.
Elementary Education FULL DAY Undergraduate Sequential Weekly Guide

These recommended activities/responsibilities should be discussed among the Cooperating Teacher, Teacher-Candidate, and University Supervisor. While each classroom situation or setting may be different, these serve as guidelines.

1st Week:
- Observe individual children for their learning styles, management considerations, etc.
- Correct and assess papers/workbooks.
- Assist individual students.
- Read to the class.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Dictate spelling.
- Develop familiarity with materials and programs used in the classroom.
- Observations and routine duties as listed in the ongoing activities section at the bottom of this page.

2nd - 3rd Weeks: *(Beginning with week 2, write lessons using the University of Hartford Lesson Plan format)*
- Teach 1 or 2 lessons/content are as daily.
- Continue to observe and participate in routines.
- Accompany students to various locations.
- Assist in administering simple diagnostic instruments.
- Lead opening exercises.
- Check individual student's work while teacher works with the class.
- Utilize existing materials in a developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Develop and put up bulletin boards.
- Work with cooperating teacher to develop a Timeline of Experiences outlining your classroom responsibilities and submit to your University supervisor by about the 3rd or 4th week of your placement.

4th – 6th Weeks: Teach 3-4 lessons/content are as daily.
- Continue previous routines.

7th – 10th Weeks: Teach 4-5 lessons/content are as daily.
- Continue previous routines.

11th – 14th Weeks: Student Teacher should continue adding content areas until all areas have been taught.
- The candidate will assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least two weeks.

Other ongoing activities
- Use instructional approaches which celebrate students' cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- **Plan for and teach a brief unit** which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- Observe and/or consult with the art, music, physical education teachers.
- Become familiar with availability and use of audio-visual equipment and computers. Incorporate a variety of technological approaches to enhance teaching and learning.
- Observe other classrooms.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty and board meetings, and school open house.
- Videotape at least one of your lessons. (Be sure to obtain video release form).
- Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department's Conceptual Framework as the basis for your reflection.
Students in this Integrated Program have just completed a 14-week practicum (half days for five days each week) in an elementary classroom. They taught lessons in all subject areas and planned and taught a unit. Thus, they should be ready to assume teaching responsibilities quickly. These recommended activities/responsibilities should be discussed among the Cooperating Teacher, Teacher-Candidate, and University Supervisor. While each classroom situation or setting may be different, these serve as guidelines.

**FIRST PLACEMENT-ELEMENTARY EDUCATION (4 weeks)**

**1st Week (First 3 days):**
- Observe individual children for their learning styles, management considerations, etc.
- Correct and assess papers/workbooks/student work.
- Assist individual students.
- Read to the class.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Dictate spelling.
- Develop familiarity with materials and programs used in the classroom.
- Observations and routine duties as listed in the ongoing activities section at the bottom of this page.

**1st Week (Last 2 days) and 2nd Week:**
- **Teach 1 to 3 lessons/content are as daily.**
- Continue to observe and participate in routines.
- Accompany students to various locations.
- Assist in administering simple diagnostic instruments.
- Lead opening exercises.
- Check student's work while teacher works with the group.
- Utilize existing materials in a developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Develop and put up bulletin boards.

**3rd Week:**
- **Teach 4-5 lessons/content are as daily.**
- Continue previous routines.

**4th Week:**
- Student Teacher should continue adding content areas until all areas have been taught.
- The candidate will assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for 1 week.

**Other ongoing activities:**
- Use instructional approaches which celebrate students’ cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- **Plan for and teach a brief unit** which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- Become familiar with availability and use of audio-visual equipment and computers.
- Observe other classrooms at different grade levels/subject areas.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty and board meetings, and School’s Open House.
- Videotape at least one of your lessons. (Be sure to obtain video release form).
Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department’s Conceptual Framework as the basis for your reflection.

SECOND PLACEMENT—SPECIAL EDUCATION (10 weeks)

1st Week:
- Observe individual children for their learning styles, management considerations, etc.
- Correct and assess papers/workbooks.
- Assist individual students.
- Read to the class.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Dictate spelling.
- Develop familiarity with materials and programs used in the classroom.
- Observations and routine duties as listed in the ongoing activities section at the bottom of this page.

2nd - 3rd Weeks:
- Teach 1 to 3 lessons/content are as daily.
- Continue to observe and participate in routines.
- Accompany students to various locations.
- Assist in administering simple diagnostic instruments.
- Lead opening exercises.
- Check student’s work while teacher works with the group.
- Utilize existing materials in a developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Develop and put up bulletin boards.
- Work with cooperating teacher to develop a Timeline of Experiences outlining your classroom responsibilities and submit to your University supervisor by about the 3rd or 4th week of your placement.

4th – 7th Weeks:
- Teach 4-5 lessons/content are as daily.
- Continue previous routines.

8th – 10th Weeks:
- Student Teacher should continue adding content areas until all areas have been taught.
- The candidate will assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least 2 weeks.

Other ongoing activities:
- Use instructional approaches which celebrate students’ cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- Plan for and teach a brief unit which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- Become familiar with availability and use of audio-visual equipment and computers. Incorporate a variety of technological approaches to enhance teaching and learning.
- Observe other classrooms at different grade levels/subject areas.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty and board meetings, and school open house.
- Videotape at least one of your lessons. (Be sure to obtain video release form).
- Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department’s Conceptual Framework as the basis for your reflection.
Secondary English / Math FULL DAY Undergraduates Sequential Weekly Guide

These recommended activities/responsibilities should be discussed among the Cooperating Teacher, Teacher-Candidate, and University Supervisor. While each classroom situation or setting may be different, these serve as guidelines.

1st Week:
- Observe individual students for learning styles, management considerations, etc.
- Correct and assess papers/workbooks/student work.
- Assist individual students.
- Post work/assignments in classroom.
- Assist in routine clerical work (e.g., attendance).
- Develop familiarity with materials and textbooks used in the classroom.
- Observations and routine duties as listed in the suggested activities section at the bottom of this page.

2nd - 3rd Weeks: (Beginning with week 2, write lessons using the University of Hartford Lesson Plan format).
- Teach 1 class period daily or the comparable number of “block” classes.
- Continue to observe and participate in routines.
- Assist in administering simple diagnostic instruments (if appropriate).
- Check student's work while the teacher works with the group.
- Utilize existing materials in a developmentally appropriate manner.
- Create developmentally appropriate activities and materials.
- Work with cooperating teacher to develop a Timeline of Experiences outlining your classroom responsibilities and submit to your University supervisor by about the 3rd or 4th week of your placement.

4th - 6th Weeks:
- Teach 2-4 class periods daily or the comparable number of “block” classes.
- Continue previous routines.

7th - 14th Weeks:
- Teach 4-5 class periods daily or the comparable number of “block” classes.
- Continue previous routines.
- The candidate will assume full responsibility for the classroom (i.e., instructional planning, teaching, assessment, classroom management) for at least two weeks.
- Plan for and teach a brief unit which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.

Other ongoing activities:
- Use instructional approaches which celebrate students’ cultural and ethnic diversity, underscore their roles as citizens of a global society, and which addresses multiple intelligences.
- Develop and put up bulletin boards.
- Observe other classrooms.
- Prepare a unit which incorporates technology, provides multiple assessments, and targets different ability levels and multiple intelligences.
- Become familiar with availability and use of audio-visual equipment and computers/smartboards.
- Incorporate a variety of technological approaches to enhance teaching and learning.
- Attend PPT meetings, in-service workshops, parent-teacher conferences, faculty meetings, board meetings.
- Videotape at least one of your lessons. (Be sure to obtain a video release form).
- Reflect verbally and in writing after each lesson you teach and throughout the semester. Use the University of Hartford Lesson Plan Format and Education Department’s Conceptual Framework as the basis for your reflection.
These recommended activities/responsibilities should be discussed with practicum teacher, practicum candidate, and university supervisor. Each classroom situation and candidate is different.

1\textsuperscript{st} - 2\textsuperscript{nd} weeks

- Observe practicum teacher's interactions with the students during the first two weeks.
- Observe individual students for learning styles, ability levels, interests, and management considerations.
- Get to know the students in the classroom and develop a caring and helpful relationship with them.
- Assist the teacher in classroom related tasks (e.g., attendance).
- Develop familiarity with materials and programs used in the classroom.

3\textsuperscript{rd} - 6\textsuperscript{th} weeks

Beginning with week 3, write one full lesson plan each week based on the lesson plan format in the handbook. You may use a shorter lesson plan format for the other lessons you teach. Lessons for weeks 3 and 4 can be small group work, reading to the class, etc.

- 3\textsuperscript{rd} Week—Plan, write, and teach one lesson per week.
- 4\textsuperscript{th} and 5\textsuperscript{th} Weeks—Plan, write, and teach two lessons per week.
- 6\textsuperscript{th} Week—Plan, write, and teach three lessons per week. By end of week 6, you should have taught lessons in at least 3 subject areas (e.g., math, social studies, language arts).

7\textsuperscript{th} - 13\textsuperscript{th} weeks

- Plan for and teach a brief unit including approximately 4 or 5 lessons based on format in handbook. Be sure to use approaches, that address learning, physical, and ability differences and which incorporate diversity issues.
- Continue to teach at least 3 lessons per week so that experience is gained in a variety of subject areas.

Ongoing activities throughout placement

- Record observations and reflections of your time in the classroom on a regular basis.
- Accompany students to different locations within the school environment.
- Provide sustained assistance to individual students or to a small group of students who would benefit from extra attention in any curriculum area.
- Administer tests, correct, and assess students’ work.
- Observe several other classrooms and specialty areas.
- Attend any class conference or parent conference that you are requested to attend during the time you spend at the school.

Become familiar with and use audio-visual equipment and computers in the classroom. Incorporate a variety of technological approaches to enhance teaching and learning.
Section VII

Guidelines for Evaluating Teacher - Candidates
Cooperating Teacher & University Supervisor: Guidelines for Evaluating Student Teaching

**ONLY for Early Childhood HALFWAY Teacher-Candidates**

The final grade is an assessment of the teacher-candidate’s **exit performance**. The grade does not necessarily reflect an average of performance throughout the student teaching period.

The following are guidelines for assigning final grades:

**A final grade of "A" indicates the teacher candidate:**
- is ready to undertake full day student teaching experience,
- has achieved a high level of teaching performance,
- is able to teach well in all content areas/grade levels,
- effectively interacts with both students and colleagues,
- reflects on social context, human relations, practical teaching approaches, student outcomes, differentiating instruction for diverse learners, technical skills, and on feedback from cooperating teacher and supervisor.

**A final grade of "B" indicates the teacher candidate:**
- has potential to succeed in the full day student teaching with continued growth
- demonstrates evidence of consistent independent teaching ability in some content areas/grade levels,
- reflects on the daily activities in the classroom, on lessons and on constructive feedback from cooperating teacher and supervisor,
- should be considered for full day student teaching.

**A final grade of "C" indicates the teacher candidate:**
- received several ratings of 1 or 2 on final evaluation,
- has been able to provide quality teaching of individual lessons in some content areas/grade levels,
- minimal evidence of reflection,
- should reconsider directly continuing to full day student teaching.

**A final grade **below "C"** indicates the teacher candidate:**
- has not performed in the classroom independently,
- is not yet able to provide quality teaching on a regular basis,
- minimal evidence of reflection,
- would not be recommended for full day student teaching.
Cooperating Teacher & University Supervisor:
Guidelines for Evaluating Student Teaching

For All FULL DAY Teacher-Candidates (Early Childhood, Elementary, Integrated Elem/Special, Secondary English, Secondary Math)

The final grade is an assessment of the teacher-candidate’s exit performance. The grade does not necessarily reflect an average of performance throughout the student teaching period.

The following are guidelines for assigning final grades:

A final grade of "A" indicates the teacher candidate:
- is ready to succeed independently in a full-time teaching position,
- has achieved a high level of teaching performance,
- is able to teach well in all content areas/grade levels observed,
- is recommended for any teaching vacancy in his/her field without reservation,
- interacts effectively with both students and colleagues,
- reflects on social context, human relations, practical teaching approaches,
- student outcomes, differentiating instruction for diverse learners, technical skills,
- and on feedback from cooperating teacher and supervisor.

A final grade of "B" indicates the teacher candidate:
- has potential to succeed in teaching with continued growth and experience,
- demonstrates evidence of consistent independent teaching ability in some content areas/grade levels,
- reflects on the daily activities in the classroom, on lessons and on constructive feedback from cooperating teacher and supervisor,
- should be considered for any vacancy in his/her teaching field.

A final grade of "C" indicates the teacher candidate:
- is questionable in the ability to perform in the classroom independently, even with continued growth, and is expected to need additional support,
- received several ratings of 1 or 2 on final evaluation,
- has been able to provide quality teaching of individual lessons in some content areas/grade levels,
- minimal evidence of reflection,
- would be recommended for a teaching vacancy with substantial reservations.

A final grade below "C" indicates the teacher candidate:
- is not yet fit to perform in the classroom independently,
- received a preponderance ratings of 1 or 2 on final evaluation,
- is not yet able to provide quality teaching on a regular basis,
- minimal evidence of reflection,
- would not be recommended for a teaching vacancy.
Section VIII

Appendix – Forms
Timeline of Experiences

Work with your Cooperating Teacher to develop a plan for gradually increasing your teaching responsibilities. Submit this plan to your University supervisor by about the 3rd or 4th week of your placement.

<table>
<thead>
<tr>
<th>Week</th>
<th>Responsible For</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<tr>
<td>14</td>
<td></td>
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<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
Permission to Videotape in the Classroom

The form below is given to you as a suggested format in writing to your parents/guardians. Even if the school has already sent home a general permission form you should still plan on writing your own. The letter gives you an opportunity to communicate directly with your parents, a chance to share some of your plans for your stay while in that classroom, and gives you the opportunity to practice writing such a letter. It is strongly suggested that you include such a permission letter into your Portfolio as another example of your ability and willingness to communicate effectively with your parents.

Permission to Videotape in the Classroom

Date

Dear Parents/Guardians,

My name is _________________ and this semester I am doing my Student Teaching in ________________ classroom. In order to sharpen my skills and grow as an educator, I will be videotaping one or more classroom lessons over the next few weeks. This video will be shared with other university students and my instructor during my Seminar class (which accompanies my Student Teaching experience). While you certainly have the right to ask that your child not be videoed, I am hoping you will allow him/her to be a part of this learning experience. I am asking that you complete the permission section below and return this note back to me by __________________ so I may complete my plans for this activity. Please know that if you do not give permission, your child will not be included in the video, but will still be a part of this overall lesson. I thank you in advance for your time and effort in completing this form and helping me become a more effective educator.

Thank you,

Your name here

I understand you will be videotaping one or more lessons while Student Teaching. Please do the following regarding my child ________________.

_____ I give you permission to include my child _____ Do NOT include my child

Parent/Guardian name: ________________________________
Signature: _________________________________________
Date: ______________

>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
<table>
<thead>
<tr>
<th></th>
<th>Mastery (2,000 pts)</th>
<th>Benchmark (1,000 pt)</th>
<th>Unacceptable (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s)</strong></td>
<td>Lesson plan reflects comprehensive alignment of all applicable P12 standards to objectives of the lesson.</td>
<td>Lesson plan reflects partial alignment (e.g. some objectives have no P12 alignment or some P12 standards listed are not related to lesson).</td>
<td>Lesson plan does not demonstrate alignment of P12 standards to lesson objectives.</td>
</tr>
<tr>
<td>CT-CCT-2014.2a</td>
<td><strong>Objective(s) - Measureable</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT-CCT-2014.2b</td>
<td>Lesson plan includes behavioral objective(s) with three criteria: what students will do, in what context, and performance criteria.</td>
<td>Lesson plan includes behavioral objective(s) that fail to include any one of the three criteria (what students will do, in what context, or performance criteria).</td>
<td>Lesson plan is missing behavioral objective or contains only one of the criteria (what students will do, in what context, and performance criteria).</td>
</tr>
<tr>
<td><strong>Accommodation</strong></td>
<td>Lesson plan includes accommodations and specialized curricula/strategies that are specific to individual exceptionality(s) in both content and context.</td>
<td>Lesson plan includes general curricula/strategies for individuals with exceptionalities.</td>
<td>Lesson plan does not include curricula/strategies for individuals with exceptionalities.</td>
</tr>
<tr>
<td>CT-CCT-2014.1a</td>
<td><strong>Classroom Environment</strong></td>
<td>Lesson plan includes a learning environment through the use of physical space. Includes a map of learning environment and rationale.</td>
<td>Lesson plan does not describe the use of physical space or does not include a map of learning environment.</td>
</tr>
<tr>
<td>CT-CCT-2014.1a</td>
<td>Lesson plan describes a learning environment through the use of physical space. Includes a map of learning environment and rationale.</td>
<td>Lesson plan describes a learning environment through the use of physical space. Includes a map of learning environment but does not include rationale.</td>
<td>Lesson plan does not describe the use of physical space or does not include a map of learning environment.</td>
</tr>
<tr>
<td><strong>Initiation</strong></td>
<td>Lesson plan includes initiation experience that activates schema and connects to the lesson procedure.</td>
<td>Lesson plan includes initiation experience that activates schema or connects to the lesson procedure.</td>
<td>Lesson plan does not include initiation experience that activates schema and connects to the lesson procedure.</td>
</tr>
<tr>
<td>CT-CCT-2014.2a</td>
<td>Lesson plan provides sequenced, evidenced-based and differentiated learning</td>
<td>Lesson plan provides sequenced, evidenced-based learning strategies for instruction.</td>
<td>Lesson plan does not provide sequenced, evidenced-based learning strategies for instruction.</td>
</tr>
<tr>
<td><strong>Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT-CCT-2014.2b</td>
<td>Lesson plan includes an assessment of all identified standards articulated in the behavioral objective.</td>
<td>Lesson plan includes an assessment of some, but not all identified standards articulated in the behavioral objective.</td>
<td>Lesson plan does not include an assessment of any identified standards which are articulated in the behavioral objective.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT-CCT-2014.3c</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Technologies and Materials
(1.000, 100%)
CT-CCT-2014.1a
Lesson plan identifies specific technologies and materials as well as a rationale for their use. (Rationale includes connection to objective(s) and learner needs).
CT-CCT-2014.1b
Lesson plan identifies specific technologies and materials connected to objective(s).
CT-CCT-2014.1c
Lesson plan does not identify specific technologies and materials OR does not connect to objective(s).

Standards
CT-CCT-2014.1 Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:
CT-CCT-2014.1a Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
CT-CCT-2014.1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
CT-CCT-2014.1c Maximizing instructional time by effectively managing routines and transitions.
CT-CCT-2014.2 Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
CT-CCT-2014.2a Planning of instructional content that is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge for all students.
CT-CCT-2014.2b Planning instruction to cognitively engage students in the content.
CT-CCT-2014.2c Selecting appropriate assessment strategies to monitor student progress.
CT-CCT-2014.3 Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
CT-CCT-2014.3a Implementing instructional content for learning.
CT-CCT-2014.3b Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
CT-CCT-2014.3c Assessing student learning, providing feedback to students and adjusting instruction.
CT-CCT-2014.4 Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
CT-CCT-2014.4a Engaging in continuous professional learning to impact instruction and student learning.
CT-CCT-2014.4b Collaborating to develop and sustain a professional learning environment to support student learning.
CT-CCT-2014.4c Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.
Student Teaching/Practicum Evaluation Forms
## Practicum/Student Teaching Evaluation

**Student Name:** ____________________________

**Cooperating Teacher Name:** ____________________________

**Signed by Supervisor:** ____________________________

**Semester:** ____________________________

### Directions

- Determine student’s score for each component. Enter the number of the score in the “Score” box located directly below the component name. For example, Mastery=2, Benchmark=1, Unacceptable=0.
- Please always include comments for any score(s) **below** Mastery.

### Practicum/Student Teaching Evaluation

<table>
<thead>
<tr>
<th>Alignment to P12 Standard(s) (1,000, 5%) CT-CCT-2014.2a</th>
<th>Mastery (2,000 pts)</th>
<th>Benchmark (1,000 pt)</th>
<th>Unacceptable (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan reflects comprehensive alignment of all applicable P12 standards to objectives of the lesson.</td>
<td></td>
<td>Lesson plan reflects partial alignment. (e.g. some objectives have no P12 alignment or some P12 standards listed are not related to lesson).</td>
<td>Lesson plan does not demonstrate alignment of P12 standards to lesson objectives.</td>
</tr>
</tbody>
</table>

**Score:**

**Comments:**

<table>
<thead>
<tr>
<th>Technology and Materials (1,000, 5%) CT-CCT-2014.1a</th>
<th>Mastery (2,000 pts)</th>
<th>Benchmark (1,000 pt)</th>
<th>Unacceptable (0.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan identifies specific technologies and materials as well as a rationale for their use. (Rationale includes connection to objective(s) and learner needs).</td>
<td></td>
<td>Lesson plan identifies specific technologies and materials connected to objective(s).</td>
<td>Lesson plan does not identify specific technologies and materials OR does not connect to objective(s).</td>
</tr>
</tbody>
</table>

**Score:**
**Comments:**

<table>
<thead>
<tr>
<th><strong>Lesson Objective(s) - Measureable</strong> (1.000, 5%)</th>
<th><strong>CT-CCT-2014.2b</strong></th>
<th>Lesson plan includes behavioral objective(s) with three criteria: what students will do, in what context, and performance criteria.</th>
<th>Lesson plan includes behavioral objective(s) that fail to include any one of the three criteria (what students will do, in what context, or performance criteria).</th>
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<tr>
<td><strong>Accommodation</strong> (1.000, 5%)</td>
<td><strong>CT-CCT-2014.1a</strong></td>
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<td>Lesson plan includes general curricula/strategies for individuals with exceptionalities.</td>
<td>Lesson plan does not include curricula/strategies for individuals with exceptionalities.</td>
</tr>
<tr>
<td><strong>Classroom Environment</strong> (1.000, 5%)</td>
<td><strong>CT-CCT-2014.1a</strong></td>
<td>Lesson plan describes a learning environment through the use of physical space. Includes a map of learning environment and rationale for use of space.</td>
<td>Lesson plan describes a learning environment through the use of physical space. Includes a map of learning environment but does not include rationale.</td>
<td>Lesson plan does not describe the use of physical space or does not include a map of learning environment.</td>
</tr>
<tr>
<td><strong>Initiation</strong> (1.000, 5%)</td>
<td><strong>CT-CCT-2014.2a</strong></td>
<td>Lesson plan includes initiation activity that activates schema and connects to the lesson procedure.</td>
<td>Lesson plan includes initiation activity that activates schema or connects to the lesson procedure.</td>
<td>Lesson plan does not include initiation activity that activates schema and connects to the lesson procedure.</td>
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</tbody>
</table>

**Score:**

**Comments:**
<table>
<thead>
<tr>
<th>Score:</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures (1.000, 5%)</th>
<th>CT-CCT-2014.2b</th>
<th>CT-CCT-2014.2b</th>
<th>CT-CCT-2014.2b</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan provides sequenced, evidenced-based and differentiated learning</td>
<td>Lesson plan provides sequenced, evidenced-based learning strategies for instruction.</td>
<td>Lesson plan does not provide sequenced, evidenced-based learning strategies for instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score:</th>
<th></th>
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<tbody>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (1.000, 5%)</th>
<th>CT-CCT-2014.3c</th>
<th>CT-CCT-2014.3c</th>
<th>CT-CCT-2014.3c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan includes an assessment of all identified standards articulated in the behavioral objective.</td>
<td>Lesson plan includes an assessment of some but not all identified standards which are articulated in the behavioral objective.</td>
<td>Lesson plan does not include an assessment of any identified standards which are articulated in the behavioral objective.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Score:</th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 1a: Inclusive Learning Environment (1.000, 5%)</th>
<th>CT-CCT-2014.1a</th>
<th>CT-CCT-2014.1a</th>
<th>CT-CCT-2014.1a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate consistently and effectively uses both verbal and nonverbal communication techniques to foster positive interactions and promote learning. (e.g. establishes rapport; responds fairly and appropriately; uses positive reinforcement).</td>
<td>Candidate is developing communication techniques to foster positive interactions and promote learning. (e.g. establishes rapport; responds fairly and appropriately; uses positive reinforcement).</td>
<td>Candidate does not demonstrate communication techniques to foster positive interactions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score:</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comments:

<table>
<thead>
<tr>
<th>Domain 1b: Developmental Appropriate Classroom Management (1.000, 5%)</th>
<th>Candidate consistently demonstrates techniques to promote positive &amp; appropriate behavior. Expectations are used to maintain standards of behavior, create community, and appropriately reengage each child.</th>
<th>Candidate is developing and demonstrating techniques to promote positive &amp; appropriate behavior. Expectations are used to maintain standards of behavior, create community, and appropriately reengage each child.</th>
<th>Candidate does not demonstrate techniques to promote positive &amp; appropriate behavior.</th>
</tr>
</thead>
</table>

Score:

Comments:

<table>
<thead>
<tr>
<th>Domain 1c: Effective Routines and Transitions (1.000, 5%)</th>
<th>Candidate consistently demonstrates effective classroom routines that include plans for transitions and appropriate pacing, which maximizes time on task.</th>
<th>Candidate is developing and demonstrating effective classroom routines that include plans for transitions and appropriate pacing, which maximizes time on task.</th>
<th>Candidate does not demonstrate effective classroom routines that include plans for transitions and appropriate pacing, which maximizes time on task.</th>
</tr>
</thead>
</table>

Score:

Comments:

<table>
<thead>
<tr>
<th>Domain 3a: Pedagogy &amp; Content (1.000, 5%)</th>
<th>Candidate consistently demonstrates strong content knowledge and evidence-based practice to maximize student learning. (e.g. pedagogy from methods courses; grade-level curricula).</th>
<th>Candidate begins to demonstrate content knowledge and evidence-based practice to maximize student learning. (e.g. pedagogy from methods courses; grade-level curricula).</th>
<th>Candidate does not demonstrate content knowledge or evidence-based practice to maximize student learning. (e.g. pedagogy from methods courses; grade-level curricula).</th>
</tr>
</thead>
</table>

Score:
### Domain 3b: Active Learning & Differentiation

- **Candidate consistently incorporates a variety of active learning strategies and adjusts for a variety of learners.**
- **Candidate begins to incorporate multiple, active learning strategies and adjust for a variety of learners.**
- **Candidate does not incorporate a variety of active learning strategies or adjust for a variety of learners.**

### Domain 3c: Formative Assessment

- **Candidate consistently uses formative assessment to provide student feedback and adjust instruction.**
- **Candidate is beginning to use formative assessment to provide student feedback and adjust instruction.**
- **Candidate does not use formative assessment to adjust instruction.**

### Professional Responsibilities Utilizing Feedback

- **Candidate consistently incorporates supervisor/cooperating teacher feedback to impact instruction and student learning.**
- **Candidate begins to incorporate supervisor/cooperating teacher feedback to impact instruction and student learning.**
- **Candidates do not incorporate supervisor/cooperating teacher feedback.**
<table>
<thead>
<tr>
<th>Domain 4a: Professional Learning (1.000, 5%)</th>
<th>Candidate consistently seeks out and provides evidence of attending professional learning opportunities to impact instruction and student learning.</th>
<th>Candidate attends required professional learning opportunities to impact instruction and student learning.</th>
<th>Candidate does not seek out or attend professional learning opportunities to impact instruction and student learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 4b: Professional Learning Environment (1.000, 5%)</td>
<td>Candidate consistently provides evidence of collaboration with colleagues (e.g. lesson plans, co-teaching, use of IEP/504 plan) to develop a learning environment to accommodate all learners.</td>
<td>Candidate provides some evidence of collaboration with colleagues (e.g. lesson plans, co-teaching, use of IEP/504 plan) to develop a learning environment to accommodate all learners.</td>
<td>Candidate does not provide evidence of collaboration with colleagues or develop a learning environment to accommodate all learners.</td>
</tr>
<tr>
<td>Domain 4c: Collaboration (1.000, 5%)</td>
<td>Candidate provides evidence (logged in LiveText) of consistent collaboration with families and school colleagues (e.g. teachers, school staff and administrators).</td>
<td>Candidate communicates (logged in LiveText) with families and school colleagues (e.g. teachers, school staff and administrators) and families.</td>
<td>Candidate is not collaborative.</td>
</tr>
<tr>
<td>Judgment and Ethical Behavior (1.000, 5%)</td>
<td>Candidate consistently upholds ethical standards and professional guidelines (e.g. confidentiality; person-centered communication; respect for all diversities).</td>
<td>Candidate demonstrates knowledge of ethical standards and professional guidelines (e.g. confidentiality; person-centered communication; respect for all diversities).</td>
<td>Candidate does not demonstrated knowledge of ethical standards or professional guidelines.</td>
</tr>
</tbody>
</table>

Signed by Student: __________________________ Date ______________

Signed by Cooperating Teacher: ______________ Date ______________

Signed by Supervisor: ________________________ Date ______________

Standards

CT-CCT-2014.1 Classroom Environment, Student Engagement and Commitment to Learning - Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

**CT-CCT-2014.1a** Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

**CT-CCT-2014.1b** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

**CT-CCT-2014.1c** Maximizing instructional time by effectively managing routines and transitions.

**CT-CCT-2014.2** Planning for Active Learning - Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**CT-CCT-2014.2a** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.

**CT-CCT-2014.2b** Planning instruction to cognitively engage students in the content.

**CT-CCT-2014.2c** Selecting appropriate assessment strategies to monitor student progress.

**CT-CCT-2014.3** Instruction for Active Learning - Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

**CT-CCT-2014.3a** Implementing instructional content for learning.

**CT-CCT-2014.3b** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

**CT-CCT-2014.3c** Assessing student learning, providing feedback to students and adjusting instruction.

**CT-CCT-2014.4** Professional Responsibilities and Teacher Leadership - Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

**CT-CCT-2014.4a** Engaging in continuous professional learning to impact instruction and student learning.

**CT-CCT-2014.4b** Collaborating to develop and sustain a professional learning environment to support student learning.

**CT-CCT-2014.4c** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.
University of Hartford Secondary English Program Supplementary

Assessment of Pedagogical Content Knowledge

(Please check appropriate placement): Practicum _______ or Student Teaching _________

Candidate: ____________________________________________________________

Date: ______________

Name of Placement School: ______________________________________________

Grade level: ______

Cooperating Teacher:_____________________________ University Supervisor: ______________

Instructions for Cooperating Teacher and University Supervisor

Please assess the teaching candidate and provide feedback on pedagogical content knowledge at the mid-term and final evaluation. These content standards are established by the National Council of Teachers of English (NCTE) and can be found in full at www.ncte.org. Using data from multiple sources throughout the 14 weeks, please indicate the level of the candidate’s proficiency by marking (3) Target (highest); (2) Acceptable; (1) Progressing (please provide specific feedback for remediation); or (0) for unacceptable. Thank you.

<table>
<thead>
<tr>
<th>PLANNING &amp; PREPARATION</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing 1</th>
<th>Unacceptable 0</th>
<th>Comments/Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of Content, Pedagogy and Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language (3.1)</td>
<td>Always is aware of student language, knowledge and skills and plans developmentally appropriate lessons that promote student learning; incorporates knowledge of cultural, economic and societal influences on language</td>
<td>Consistently is aware of student language, knowledge and skills and plans developmentally appropriate lessons that promote student learning; incorporates knowledge of cultural, economic and societal influences on language</td>
<td>Occasionally is aware of student language, knowledge and skills and plans developmentally appropriate lessons that promote student learning; incorporates knowledge of cultural, economic and societal influences on language</td>
<td>Rarely is aware of student language, knowledge and skills and plans developmentally appropriate lessons that promote student learning; incorporates knowledge of cultural, economic and societal influences on language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Consistently employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Occasionally employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Rarely employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading Processes (3.3, 4.9)</td>
<td>Always employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Consistently employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Occasionally employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td>Rarely employs a variety of personal reading and interpretation strategies and engages students in the same process</td>
<td></td>
</tr>
<tr>
<td>Literature (3.5)</td>
<td>Always demonstrates broad knowledge of a wide variety of historical and contemporary literary text; utilizes multiple genres and selects works by a wide variety of cultural groups</td>
<td>Consistently demonstrates broad knowledge of a wide variety of historical and contemporary literary text; utilizes multiple genres and selects works by a wide variety of cultural groups</td>
<td>Occasionally demonstrates broad knowledge of a wide variety of historical and contemporary literary text; utilizes multiple genres and selects works by a wide variety of cultural groups</td>
<td>Rarely demonstrates broad knowledge of a wide variety of historical and contemporary literary text; utilizes multiple genres and selects works by a wide variety of cultural groups</td>
<td></td>
</tr>
<tr>
<td>Composing Processes (3.4)</td>
<td>Always employs a variety of writing strategies and engages students in creating meaningful written discourse for a variety of audiences</td>
<td>Consistently employs a variety of writing strategies and engages students in creating meaningful written discourse for a variety of audiences</td>
<td>Occasionally employs a variety of writing strategies and engages students in creating meaningful written discourse for a variety of audiences</td>
<td>Rarely employs a variety of writing strategies and engages students in creating meaningful written discourse for a variety of audiences</td>
<td></td>
</tr>
<tr>
<td>Oral, Visual, Written Literacy (3.2, 4.5)</td>
<td>Always engages students in creating oral, written and visual representations in response to literature</td>
<td>Consistently engages students in creating oral, written and visual representations in response to literature</td>
<td>Occasionally engages students in creating oral, written and visual representations in response to literature</td>
<td>Rarely engages students in creating oral, written and visual representations in response to literature</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always personally utilizes and engages students in making meaning from print, non-print media and technology</td>
<td>Consistently personally utilizes and engages students in making meaning from print, non-print media and technology</td>
<td>Occasionally personally utilizes and engages students in making meaning from print, non-print media and technology</td>
<td>Rarely personally utilizes and engages students in making meaning from print, non-print media and technology</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Research (3.7)</td>
<td>Always utilizes research on ELA theory to make decisions about instruction</td>
<td>Consistently utilizes research on ELA theory to make decisions about instruction</td>
<td>Occasionally utilizes research on ELA theory to make decisions about instruction</td>
<td>Rarely utilizes research on ELA theory to make decisions about instruction</td>
<td></td>
</tr>
<tr>
<td>Links ELA to culture, arts, humanities (2.5)</td>
<td>Always meaningfully connects ELA curriculum to developments in culture, arts and the humanities</td>
<td>Consistently meaningfully connects ELA curriculum to developments in culture, arts and the humanities</td>
<td>Occasionally meaningfully connects ELA curriculum to developments in culture, arts and the humanities</td>
<td>Rarely meaningfully connects ELA curriculum to developments in culture, arts and the humanities</td>
<td></td>
</tr>
<tr>
<td>Use of appropriate curriculum and resources (4.1)</td>
<td>Always uses developmentally appropriate materials and instructional strategies</td>
<td>Consistently uses developmentally appropriate materials and instructional strategies</td>
<td>Occasionally uses developmentally appropriate materials and instructional strategies</td>
<td>Rarely uses developmentally appropriate materials and instructional strategies</td>
<td></td>
</tr>
<tr>
<td>Use of varied, interdisciplinary and differentiated teaching strategies (4.3)</td>
<td>Always utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for instruction</td>
<td>Consistently utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for instruction</td>
<td>Occasionally utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for instruction</td>
<td>Rarely utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for instruction</td>
<td></td>
</tr>
<tr>
<td>Clear goals and objectives linked to CCSS and NCTE standards</td>
<td>Always designs appropriate goals and objectives linked to CCSS and NCTE standards</td>
<td>Consistently designs appropriate goals and objectives linked to CCSS and NCTE standards</td>
<td>Occasionally designs appropriate goals and objectives linked to CCSS and NCTE standards</td>
<td>Rarely designs appropriate goals and objectives linked to CCSS and NCTE standards</td>
<td></td>
</tr>
</tbody>
</table>
### Use of varied, appropriate assessment tools (4.10)

<table>
<thead>
<tr>
<th></th>
<th>Always utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for assessment</th>
<th>Consistently utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for assessment</th>
<th>Occasionally utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for assessment</th>
<th>Rarely utilizes integrated ELA strategies, interdisciplinary curriculum and differentiation for assessment</th>
</tr>
</thead>
</table>

### Classroom

#### Respect of individual differences (4.4)

<table>
<thead>
<tr>
<th></th>
<th>Always creates and maintains a learning environment that promotes respect for all</th>
<th>Consistently creates and maintains a learning environment that promotes respect for all</th>
<th>Occasionally creates and maintains a learning environment that promotes respect for all</th>
<th>Rarely creates and maintains a learning environment that promotes respect for all</th>
</tr>
</thead>
</table>

#### Supportive environment (2.1)

<table>
<thead>
<tr>
<th></th>
<th>Always creates and maintains an environment that promotes active engagement by all</th>
<th>Consistently creates and maintains an environment that promotes active engagement by all</th>
<th>Occasionally creates and maintains an environment that promotes active engagement by all</th>
<th>Rarely creates and maintains an environment that promotes active engagement by all</th>
</tr>
</thead>
</table>

### Engaging students in

#### Developing critical thinking skills (2.4)

<table>
<thead>
<tr>
<th></th>
<th>Always designs instruction that promotes critical reflection</th>
<th>Consistently designs instruction that promotes critical reflection</th>
<th>Occasionally designs instruction that promotes critical reflection</th>
<th>Rarely designs instruction that promotes critical reflection</th>
</tr>
</thead>
</table>

#### Engage students in meaning making (self to text, self to others responses) (4.4, 4.8)

<table>
<thead>
<tr>
<th></th>
<th>Always engages students in making meaning of text through critical reflection and personal response</th>
<th>Consistently engages students in making meaning of text through critical reflection and personal response</th>
<th>Occasionally engages students in making meaning of text through critical reflection and personal response</th>
<th>Rarely engages students in making meaning of text through critical reflection and personal response</th>
</tr>
</thead>
</table>
## Secondary Mathematics Mid-Term Student Evaluation Addendum

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>Always determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
<td>Consistently determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
<td>Occasionally determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
<td>Rarely determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
</tr>
</tbody>
</table>

## Pedagogy to Support Student Understanding 1

<table>
<thead>
<tr>
<th>Pedagogy to Support Student Understanding 1</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy to Support Student Understanding 1</td>
<td>Always plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td>Consistently plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td>Occasionally plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td>Rarely plans and implements lessons that are aligned with state and national mathematics standards.</td>
</tr>
</tbody>
</table>

## Pedagogy to Support Student Understanding 2

<table>
<thead>
<tr>
<th>Pedagogy to Support Student Understanding 2</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy to Support Student Understanding 2</td>
<td>Always uses concrete materials and technology to support student engagement and understanding.</td>
<td>Consistently uses concrete materials and technology to support student engagement and understanding.</td>
<td>Occasionally uses concrete materials and technology to support student engagement and understanding.</td>
<td>Rarely uses concrete materials and technology to support student engagement and understanding.</td>
</tr>
</tbody>
</table>

## Pedagogy to Support Student Understanding 3

<table>
<thead>
<tr>
<th>Pedagogy to Support Student Understanding 3</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy to Support Student Understanding 3</td>
<td>Always uses a variety of instructional strategies to support student understanding.</td>
<td>Consistently uses a variety of instructional strategies to support student understanding.</td>
<td>Occasionally uses a variety of instructional strategies to support student understanding.</td>
<td>Rarely uses a variety of instructional strategies to support student understanding.</td>
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</table>

## Pedagogy to Support Student Understanding 4

<table>
<thead>
<tr>
<th>Pedagogy to Support Student Understanding 4</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (1)</th>
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<tbody>
<tr>
<td>Pedagogy to Support Student Understanding 4</td>
<td>Always plans and implements lessons that develops students’ conceptual</td>
<td>Consistently plans and implements lessons that develops students’</td>
<td>Occasionally plans and implements lessons that develops students’</td>
<td>Rarely plans and implements lessons that develops students’</td>
</tr>
<tr>
<td>Pedagogy to Support Student Understanding 5</td>
<td>Always plans and implements lessons that develops students' procedural fluency.</td>
<td>Consistently plans and implements lessons that develops students' procedural fluency.</td>
<td>Occasionally plans and implements lessons that develops students' procedural fluency.</td>
<td>Rarely plans and implements lessons that develops students' procedural fluency.</td>
</tr>
<tr>
<td>Pedagogy to Support Student Understanding 6</td>
<td>Always plans and implements lessons that use stimulating curricula to engage students including those with special needs (e.g., gifted, ESL, etc.).</td>
<td>Consistently plans and implements lessons that use stimulating curricula to engage students including those with special needs (e.g., gifted, ESL, etc.).</td>
<td>Occasionally plans and implements lessons that use stimulating curricula to engage students including those with special needs (e.g., gifted, ESL, etc.).</td>
<td>Rarely plans and implements lessons that use stimulating curricula to engage students including those with special needs (e.g., gifted, ESL, etc.).</td>
</tr>
<tr>
<td>Pedagogy to Support Student Understanding 7</td>
<td>Always plans and implements instruction designed to increase students' knowledge of mathematics.</td>
<td>Consistently plans and implements instruction designed to increase students' knowledge of mathematics.</td>
<td>Occasionally plans and implements instruction designed to increase students' knowledge of mathematics.</td>
<td>Rarely plans and implements instruction designed to increase students' knowledge of mathematics.</td>
</tr>
<tr>
<td>Communication 1</td>
<td>Always communicates mathematical ideas clearly using precise oral and written language.</td>
<td>Consistently communicates mathematical ideas clearly using precise oral and written language.</td>
<td>Occasionally communicates mathematical ideas clearly using precise oral and written language.</td>
<td>Rarely communicates mathematical ideas clearly using precise oral and written language.</td>
</tr>
<tr>
<td>Communication 2</td>
<td>Always applies active listening and questioning strategies to probe student understanding and uses this information to</td>
<td>Consistently applies active listening and questioning strategies to probe student understanding and uses this</td>
<td>Occasionally applies active listening and questioning strategies to probe student understanding and uses this</td>
<td>Rarely applies active listening and questioning strategies to probe student understanding and uses this information to</td>
</tr>
<tr>
<td>Connections 1</td>
<td>Always plans and implements lessons that demonstrate how mathematical ideas are interconnected and build on one another.</td>
<td>Consistently plans and implements lessons that demonstrate how mathematical ideas are interconnected and build on one another.</td>
<td>Occasionally plans and implements lessons that demonstrate how mathematical ideas are interconnected and build on one another.</td>
<td>Rarely plans and implements lessons that demonstrate how mathematical ideas are interconnected and build on one another.</td>
</tr>
<tr>
<td>Connections 2</td>
<td>Always plans and implements lessons which explore mathematical concepts using multiple representations.</td>
<td>Consistently plans and implements lessons which explore mathematical concepts using multiple representations.</td>
<td>Occasionally plans and implements lessons which explore mathematical concepts using multiple representations.</td>
<td>Rarely plans and implements lessons which explore mathematical concepts using multiple representations.</td>
</tr>
<tr>
<td>Connections 3</td>
<td>Where possible, emphasizes connections between mathematical ideas and real world applications.</td>
<td>Where possible, emphasizes connections between mathematical ideas and real world applications.</td>
<td>Occasionally emphasizes connections between mathematical ideas and real world applications.</td>
<td>Rarely emphasizes connections between mathematical ideas and real world applications.</td>
</tr>
<tr>
<td>Assessment 1</td>
<td>Always uses a variety of assessment strategies to gauge students' understanding of mathematical ideas.</td>
<td>Consistently uses a variety of assessment strategies to gauge students' understanding of mathematical ideas.</td>
<td>Occasionally uses a variety of assessment strategies to gauge students' understanding of mathematical ideas.</td>
<td>Rarely uses a variety of assessment strategies to gauge students' understanding of mathematical ideas.</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Always uses formal and informal assessments to</td>
<td>Consistently uses formal and informal assessments to</td>
<td>Occasionally uses formal and informal assessments to</td>
<td>Rarely uses formal and informal assessments to</td>
</tr>
<tr>
<td>inform instruction.</td>
<td>inform instruction.</td>
<td>inform instruction.</td>
<td>inform instruction.</td>
<td></td>
</tr>
</tbody>
</table>
### Secondary Mathematics Final Student Evaluation Addendums

<table>
<thead>
<tr>
<th></th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Progressing (Not used in a summative assessment.)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Diversity</strong></td>
<td>Always determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
<td>Consistently determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
<td>Rarely determines students’ prior knowledge and diverse backgrounds and uses this to plan and implement lessons that account for students’ varied backgrounds.</td>
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</tr>
<tr>
<td><strong>Pedagogy to Support Student Understanding 1</strong></td>
<td>Always plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td>Consistently plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td>Rarely plans and implements lessons that are aligned with state and national mathematics standards.</td>
<td></td>
</tr>
<tr>
<td><strong>Pedagogy to Support Student Understanding 2</strong></td>
<td>Always uses concrete materials and technology to support student engagement and understanding.</td>
<td>Consistently uses concrete materials and technology to support student engagement and understanding.</td>
<td>Rarely uses concrete materials and technology to support student engagement and understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Pedagogy to Support Student Understanding 3</strong></td>
<td>Always uses a variety of instructional strategies to support student understanding.</td>
<td>Consistently uses a variety of instructional strategies to support student understanding.</td>
<td>Rarely uses a variety of instructional strategies to support student understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>Pedagogy to Support Student</strong></td>
<td>Always plans and implements</td>
<td>Consistently plans and implements</td>
<td>Rarely plans and implements</td>
<td></td>
</tr>
<tr>
<td>Understanding 4</td>
<td>pedagogy to support student understanding 5</td>
<td>pedagogy to support student understanding 6</td>
<td>pedagogy to support student understanding 7</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
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<td>-------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>implements lessons that develops students' conceptual understanding.</td>
<td>Always plans and implements lessons that develops students' conceptual understanding.</td>
<td>Consistently plans and implements lessons that develops students' conceptual understanding.</td>
<td>Consistently plans and implements lessons that develops students' conceptual understanding.</td>
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<tr>
<td>Connections 1</td>
<td>Always plans and implements lessons that demonstrate how mathematical ideas are interconnected and build on one another.</td>
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<tr>
<td>Connections 3</td>
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<td>Where possible, emphasizes connections between mathematical ideas and real world applications.</td>
<td>Rarely emphasizes connections between mathematical ideas and real world applications.</td>
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</tr>
<tr>
<td>Assessment 1</td>
<td>Always uses a variety of assessment strategies to gauge students’ understanding of mathematical ideas.</td>
<td>Consistently uses a variety of assessment strategies to gauge students’ understanding of mathematical ideas.</td>
<td>Rarely uses a variety of assessment strategies to gauge students’ understanding of mathematical ideas.</td>
<td></td>
</tr>
<tr>
<td>Assessment 2</td>
<td>Always uses formal and informal assessments to</td>
<td>Consistently uses formal and informal assessments to</td>
<td>Rarely uses formal and informal assessments to</td>
<td></td>
</tr>
</tbody>
</table>
Special Education Midterm Student Teaching Evaluation Addendum

Learner Development and Individual Learning Differences:

<table>
<thead>
<tr>
<th>Component</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation) 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Development and Individual Learning Differences CEC 1.1, 1.2, 5.1</td>
<td>Always determines how individuals with exceptionalities’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td>Consistently determines how individuals with exceptionalities’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td>Occasionally determines how individuals with exceptionalities’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td>Rarely determines how individuals with exceptionalities’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
</tr>
<tr>
<td></td>
<td>Always applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>Consistently applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>Occasionally applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</td>
<td>Rarely applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionalities.</td>
</tr>
</tbody>
</table>

Comments / Feedback on Learner Development and Individual Learning Differences:
<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Progressing</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Environments: CEC 2.1, 2.2, 2.3</td>
<td>Always uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td>Consistently uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td>Occasionally uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td>Rarely uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
</tr>
<tr>
<td></td>
<td>Always support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning</td>
<td>Consistently support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning activities and</td>
<td>Occasionally support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning activities and</td>
<td>Rarely support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning</td>
</tr>
<tr>
<td></td>
<td>Always intervenes safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>Consistently intervenes safely and appropriately with individuals with exceptionalities</td>
<td>Occasionally intervenes safely and appropriately with individuals with exceptionalities</td>
<td>Rarely intervenes safely and appropriately with individuals with exceptionalities in crisis.</td>
</tr>
</tbody>
</table>

**COMMENTS / FEEDBACK ON LEARNING ENVIRONMENTS:**
<table>
<thead>
<tr>
<th>Component</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation) 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curricular Content Knowledge</td>
<td>Always uses knowledge of the content areas to teach, organize this knowledge, integrate cross-disciplinary skills, and develop meaningful and personalized learning progressions</td>
<td>Consistently uses knowledge of the content areas they teach, organizes this knowledge, integrates cross-disciplinary skills, and develops meaningful and personalized learning progressions for</td>
<td>Occasionally uses knowledge of the content areas they teach, organizes this knowledge, integrates cross-disciplinary skills, and develops meaningful and personalized learning progressions for</td>
<td>Rarely uses knowledge of the content areas they teach, organizes this knowledge, integrates cross-disciplinary skills, and develops meaningful and personalized learning progressions for</td>
</tr>
<tr>
<td>Always uses knowledge and skills to generate accommodation and modifications to ensure that the general education and specialized curricula is accessible to individuals with exceptionalities.</td>
<td>Consistently uses knowledge and skills to generate accommodation and modifications to ensure that the general education and specialized curricula is accessible to individuals with exceptionalities.</td>
<td>Occasionally uses knowledge and skills to generate accommodation and modifications to ensure that the general education and specialized curricula is accessible to individuals with exceptionalities.</td>
<td>Rarely uses knowledge and skills to generate accommodation and modifications to ensure that the general education and specialized curricula is accessible to individuals with exceptionalities.</td>
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</table>

**COMMENTS / FEEDBACK ON CURRICULAR CONTENT KNOWLEDGE:**

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80
<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Target</th>
<th>Acceptable</th>
<th>Progressing</th>
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<td>3</td>
<td>2</td>
<td>(Used at Mid-Term, but not on Final Evaluation)</td>
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</tr>
<tr>
<td>Assessment</td>
<td></td>
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<tr>
<td>Accurately interprets assessment results.</td>
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</tr>
<tr>
<td>Always uses assessment results to make educational decisions for individuals with exceptional learning needs.</td>
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</tr>
<tr>
<td>Always uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Consistently uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
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</tr>
<tr>
<td>Occasionally uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
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<tr>
<td>Rarely uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
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</tr>
<tr>
<td>Always conducts formal and informal assessments that minimize sources of bias.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Consistently conducts formal and informal assessments that minimize sources of bias.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally conducts formal and informal assessments that minimize sources of bias.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely conducts formal and informal assessments that minimize sources of bias.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Always engages individuals with exceptionalities in recognizing their strengths and weaknesses and provides appropriate feedback.</td>
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</tr>
<tr>
<td>Consistently engages individuals with exceptionalities in recognizing their strengths and weaknesses and provides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occasionally engages individuals with exceptionalities in recognizing their strengths and weaknesses and provides</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely engages individuals with exceptionalities in recognizing their strengths and weaknesses and/or provides inappropriate feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS / FEEDBACK ON ASSESSMENT:
<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning and Strategies</td>
<td>Always uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>Consistently uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>Occasionally uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>Rarely uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
</tr>
<tr>
<td>Instructional Planning and Strategies</td>
<td>Always uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td>Consistently uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td>Occasionally uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td>Rarely uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
</tr>
</tbody>
</table>


Always supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

Consistently supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

Occasionally supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

Rarely supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

**COMMENTS / FEEDBACK ON INSTRUCTIONAL PLANNING AND STRATEGIES:**

<table>
<thead>
<tr>
<th>Professional Learning and Ethical Practice:</th>
<th>Component</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation) 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Learning and Ethical Practice</td>
<td>Always uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td>Consistently uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td>Occasionally uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td>Rarely uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession.</td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Target</td>
<td>Acceptable</td>
<td>Progressing</td>
<td>Unacceptable</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------</td>
<td>------------</td>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>3</td>
<td>2</td>
<td>(Used at Mid-Term, but not on Final Evaluation)</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- **Acceptable**: Always collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.
- **Progressing**: Consistently collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.
- **Unacceptable**: Occasionally collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.

**COMMENTS / FEEDBACK ON COLLABORATION:**

**Student Teacher Signature**

**Date**

**Cooperating Teacher Signature**

**Date**

**University Supervisor Signature**

**Date**
## Learner Development and Individual Learning Differences

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Development and Individual Learning Differences</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CEC 1.1, 1.2, 5.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always determines how individuals with exceptionals’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td>Consistently determines how individuals with exceptionals’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td>Rarely determines how individuals with exceptionals’ language, culture, family background, interests, and ability levels affect their learning and plans instruction accordingly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionals.</td>
<td>Consistently applies understanding of learner development and individual differences to respond to the needs of individuals with exceptionals.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS / FEEDBACK ON LEARNER DEVELOPMENT AND INDIVIDUAL LEARNING DIFFERENCES:**
### Learning Environment

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Environments</strong></td>
<td>3</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>CEC 2.1, 2.2, 2.3</strong></td>
<td>Always uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td>Consistently uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td>Rarely uses motivational and instructional interventions to support individuals with exceptionalities in responding to different environments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning</td>
<td>Consistently support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning activities and</td>
<td>Rarely support general educators and other colleagues to include individuals with exceptionalities in different environments and engage them in meaningful learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always intervenes safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>Consistently intervenes safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>Rarely intervenes safely and appropriately with individuals with exceptionalities in crisis.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS / FEEDBACK ON LEARNING ENVIRONMENTS:**
<table>
<thead>
<tr>
<th>Component</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curricular Content Knowledge</strong></td>
<td>Always uses knowledge of the content areas to teach, organize this knowledge, integrate cross-disciplinary skills, and develop meaningful and personalized learning progressions</td>
<td>Consistently uses knowledge of the content areas they teach, organizes this knowledge, integrates cross-disciplinary skills, and develops meaningful and personalized learning progressions for</td>
<td>Rarely uses knowledge of the content areas they teach, organizes this knowledge, integrates cross-disciplinary skills, and develops meaningful and personalized learning progressions for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Always uses knowledge and skills to generate accommodation s and modifications to ensure that the general education and specialized curricula is</td>
<td>Consistently uses knowledge and skills to generate accommodation s and modifications to ensure that the general education and specialized curricula is</td>
<td>Rarely uses knowledge and skills to generate accommodation s and modifications to ensure that the general education and specialized curricula is</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS / FEEDBACK ON CURRICULAR CONTENT KNOWLEDGE:**
<table>
<thead>
<tr>
<th>Assessment:</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Accurately interprets assessment results. Always uses assessment results to make educational decisions for individuals with exceptional learning needs.</td>
<td>Consistently uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
<td>Rarely uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
<td>Always uses multiple types of assessment information to make decisions about individuals with exceptional learning needs. Occasionally or rarely uses assessments results to make educational decisions for individuals with exceptional learning needs.</td>
</tr>
<tr>
<td></td>
<td>Always uses multiple types of assessment information to make decisions about individuals with exceptional learning needs in collaboration with colleagues and families.</td>
<td>Consistently conducts formal and informal assessments that minimize sources of bias.</td>
<td>Rarely conducts formal and informal assessments that minimize sources of bias.</td>
<td>Always conducts formal and informal assessments that minimize sources of bias.</td>
</tr>
<tr>
<td>Always engages individuals with exceptionalities in recognizing their strengths and weaknesses and provides appropriate feedback.</td>
<td>Consistently engages individuals with exceptionalities in recognizing their strengths and weaknesses and provides appropriate feedback.</td>
<td>Rarely engages individuals with exceptionalities in recognizing their strengths and weaknesses and/or provides inappropriate feedback.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Comments / Feedback on Assessment:

**Instructional Planning and Strategies:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Target</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation)</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Planning and Strategies</td>
<td>3</td>
<td>Consistently uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>Rarely uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Consistently uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td>Rarely uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Consistently uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>Rarely uses cross-disciplinary knowledge and skills including critical thinking, problem-solving, and performance skills to teach mastery and generalization of curricula to individuals with exceptionalities.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Consistently uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td>Rarely uses strategies to enhance language development and teach communication skills to individuals with exceptionalities.</td>
<td></td>
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</table>
Always supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

Consistently supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

Rarely supports the communication and learning of individuals with exceptionalities through the use of augmentative and alternative communication systems, as well as a variety of assistive technologies to support assessment, instructional planning, and delivery.

**Comments / Feedback on Instructional Planning and Strategies:**

<table>
<thead>
<tr>
<th>Professional Learning and Ethical Practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
</tr>
</tbody>
</table>

91
### Professional Learning and Ethical Practice

| Professional Learning and Ethical Practice | Always uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession. | Consistently uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession. | Rarely uses foundational knowledge of the field and the profession’s ethical principles and practice standards to inform their special education practice, to engage in lifelong learning, and to advance the profession. |

### COMMENTS / FEEDBACK ON PROFESSIONAL LEARNING AND ETHICAL PRACTICE:

### Collaboration:

<table>
<thead>
<tr>
<th>Component</th>
<th>Target 3</th>
<th>Acceptable 2</th>
<th>Progressing (Used at Mid-Term, but not on Final Evaluation) 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Always collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.</td>
<td>Consistently collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.</td>
<td>Rarely collaborates with other educators and individuals with exceptionalities, and/or families and personnel from community agencies (when applicable) in culturally responsive ways to assure that the needs of individuals with exceptionalities are addressed across a range of learning experiences.</td>
<td></td>
</tr>
</tbody>
</table>
Student Teacher Signature  Date

Cooperating Teacher Signature  Date

University Supervisor Signature  Date
UNIVERSITY OF HARTFORD

COOPERATING TEACHER EVALUATION OF UNIVERSITY SUPERVISOR
(This form will be sent to the University Supervisor 3 months after the semester from the Student Teaching Office)

COOPERATING TEACHER: ____________________________ PLACEMENT: ________________
SCHOOL: ____________________________ TOWN: ____________________________
(Semester / Year) TEACHER-CANDIDATE: ________________
UNIVERSITY SUPERVISOR: ________________

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Quality Monitoring</strong></td>
<td>The University supervisor consistently monitored the quality of the teacher-candidate’s lessons.</td>
<td>The University supervisor inconsistently monitored the quality of the teacher-candidate’s lessons.</td>
</tr>
<tr>
<td><strong>Verbal &amp; Written Feedback</strong></td>
<td>The University supervisor consistently provided verbal and written feedback to the teacher-candidate regarding his/her performance in the classroom.</td>
<td>The University supervisor inconsistently provided verbal and written feedback to the teacher-candidate regarding his/her performance in the classroom.</td>
</tr>
<tr>
<td><strong>Working Relationship</strong></td>
<td>The University supervisor consistently fostered a positive working relationship with me.</td>
<td>The University supervisor inconsistently fostered a positive working relationship with me.</td>
</tr>
<tr>
<td><strong>Collaboration &amp; Support</strong></td>
<td>The University supervisor consistently collaborated with me throughout the student teaching placement to provide the teacher-candidate with consistent support.</td>
<td>The University supervisor inconsistently collaborated with me throughout the student teaching placement to provide the teacher-candidate with consistent support.</td>
</tr>
<tr>
<td><strong>Interaction &amp; Feedback</strong></td>
<td>The University supervisor consistently interacted with the teacher-candidate in a supportive manner, offering constructive feedback when necessary.</td>
<td>The University supervisor inconsistently interacted with the teacher-candidate in a supportive manner, offering constructive feedback when necessary.</td>
</tr>
<tr>
<td><strong>Promoting Professional Growth</strong></td>
<td>The University supervisor consistently provided feedback that promoted the teacher-candidate’s growth in knowledge, skills, and dispositions.</td>
<td>The University supervisor inconsistently provided feedback that promoted the teacher-candidate’s growth in knowledge, skills, and dispositions.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>The University supervisor consistently encouraged the teacher-candidate to reflect throughout the student teaching process.</td>
<td>The University supervisor inconsistently encouraged the teacher-candidate to reflect throughout the student teaching process.</td>
</tr>
</tbody>
</table>

Including conferences and observations, the University supervisor visited a total of ____________ times during the placement.

Please check:
I felt this was
_____ too few visits
_____ just the right number of visits
_____ too many visits
**UNIVERSITY OF HARTFORD**

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are you interested in working with another teacher-candidate?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
# TEACHER-CANDIDATE EVALUATION OF COOPERATING TEACHER

(This anonymous form will be sent to the Cooperating Teacher 3 months after the semester from the Student Teaching Office)

COOPERATING TEACHER: ___________________________________ PLACEMENT: ________________

(Semester / Year)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Quality Monitoring</td>
<td>The cooperating teacher consistently helped me create, implement, and evaluate lesson plans.</td>
<td>The cooperating teacher inconsistently helped me create, implement, and evaluate lesson plans.</td>
</tr>
<tr>
<td>Verbal &amp; Written Feedback</td>
<td>The cooperating teacher consistently provided verbal and written feedback to me regarding my performance in the classroom.</td>
<td>The cooperating teacher inconsistently provided verbal and written feedback to me regarding my performance in the classroom.</td>
</tr>
<tr>
<td>Working Relationship</td>
<td>The cooperating teacher consistently fostered a positive working relationship with University supervisor.</td>
<td>The cooperating teacher inconsistently fostered a positive working relationship with University supervisor.</td>
</tr>
<tr>
<td>Collaboration &amp; Support</td>
<td>The cooperating teacher consistently collaborated with the University supervisor throughout the student teaching placement to provide me with consistent support.</td>
<td>The cooperating teacher inconsistently collaborated with the University supervisor throughout the student teaching placement to provide me with consistent support.</td>
</tr>
<tr>
<td>Interaction &amp; Feedback</td>
<td>The cooperating teacher consistently interacted with me in a supportive manner, offering constructive feedback when necessary.</td>
<td>The cooperating teacher inconsistently interacted with me in a supportive manner, offering constructive feedback when necessary.</td>
</tr>
<tr>
<td>Promoting Professional Growth</td>
<td>The cooperating teacher consistently provided feedback that promoted my growth in knowledge, skills, and dispositions.</td>
<td>The cooperating teacher inconsistently provided feedback that promoted my growth in knowledge, skills, and dispositions.</td>
</tr>
<tr>
<td>Reflection</td>
<td>The cooperating teacher consistently encouraged me to reflect throughout the student teaching process.</td>
<td>The cooperating teacher inconsistently encouraged me to reflect throughout the student teaching process.</td>
</tr>
</tbody>
</table>
TEACHER-CANDIDATE EVALUATION OF UNIVERSITY SUPERVISOR
(This anonymous form will be sent to the University Supervisor 3 months after the semester from the Student Teaching Office)

UNIVERSITY SUPERVISOR: __________________________ PLACEMENT: __________________________
(Semester / Year)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 1</th>
<th>Unacceptable 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Quality Monitoring</td>
<td>The University supervisor consistently monitored the quality of my lessons.</td>
<td>The University supervisor inconsistently monitored the quality of my lessons.</td>
</tr>
<tr>
<td>Verbal &amp; Written Feedback</td>
<td>The University supervisor consistently provided verbal and written feedback to me regarding my performance in the classroom.</td>
<td>The University supervisor inconsistently provided verbal and written feedback to me regarding my performance in the classroom.</td>
</tr>
<tr>
<td>Working Relationship</td>
<td>The University supervisor consistently fostered a positive working relationship with cooperating teacher.</td>
<td>The University supervisor inconsistently fostered a positive working relationship with cooperating teacher.</td>
</tr>
<tr>
<td>Collaboration &amp; Support</td>
<td>The University supervisor consistently collaborated with the cooperating teacher throughout the student teaching placement to provide me with consistent support.</td>
<td>The University supervisor inconsistently collaborated with the cooperating teacher throughout the student teaching placement to provide me with consistent support.</td>
</tr>
<tr>
<td>Interaction &amp; Feedback</td>
<td>The University supervisor consistently interacted with me in a supportive manner, offering constructive feedback when necessary.</td>
<td>The University supervisor inconsistently interacted with me in a supportive manner, offering constructive feedback when necessary.</td>
</tr>
<tr>
<td>Promoting Professional Growth</td>
<td>The University supervisor consistently provided feedback that promoted my growth in knowledge, skills, and dispositions.</td>
<td>The University supervisor inconsistently provided feedback that promoted my growth in knowledge, skills, and dispositions.</td>
</tr>
<tr>
<td>Reflection</td>
<td>The University supervisor consistently encouraged me to reflect throughout the student teaching process.</td>
<td>The University supervisor inconsistently encouraged me to reflect throughout the student teaching process.</td>
</tr>
</tbody>
</table>

Including conferences and observations, the University supervisor visited a total of ______________________ times during the placement.

Please check: I felt this was
   _____ too few visits
   _____ just the right number of visits
   _____ too many visits
Comments:
Section IX

Connecticut Common Core of Teaching and State Teaching Standards Information
The Connecticut
Common Core of Teaching (CCT)
Rubric for Effective Teaching 2014

A Rubric for the Observation of Teacher Performance and Practice
to Help Identify the Foundational Skills and Competency Standards
that will Prepare Connecticut Students to Succeed

in College, Career and Life.

Reference details on sde.seed@ct.gov
Applicability of the Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires the institutions and schools of education where prospective teacher candidates meet the following competencies when admitting, preparing, and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-1 through 10-145d-8, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs: www.ct.gov/sde/cert
- Connecticut Common Core of Teaching: www.ct.gov/sde
- NCATE: www.ncate.org

Connecticut State Department of Education

Dr. Diana R. Wentzell
Commissioner

Bureau of Educator Standards and Certification
Nancy L. Pascale, Chief

FOR MORE INFORMATION:
Web: http://www.ct.gov/sde/cert
E-mail: teachercert@ct.gov
Phone: (860) 713-6569
(Monday-Thursday and Friday)
Mail: Bureau of Educator Standards and Certification
P.O. Box 150-471, Room 243
Hartford, CT 06115-0471

Connecticut Code of Professional Responsibility

For Teachers

Regulations of Connecticut State Agencies
Section 10-145d-11

PREAMBLE

Subtitle (a)

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

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

Consequent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the State Board of Education.
See the State Department of Education website for the most current updates on the Discipline-Based Professional Teaching Standards (Elementary, Special Education, Mathematics, and English Language Arts).
Section X

National Professional Standards Information
Early Childhood Education

- National Association for the Education of Young Children (NAEYC) Professional Standards www.naeyc.org

Elementary Education

- Association for Childhood Education International (ACEI) Professional Standards http://www.acei.org

Secondary English Education

- National Council of Teachers of English (NCTE) Professional Standards www.NCTE.org

Secondary Mathematics Education

- National Council of Teachers of Mathematics (NCTM) Professional Standards www.NCTM.org

Special Education

Section XI

Additional Information
- Connecticut State Department of Education [http://www.state.ct.us/sde](http://www.state.ct.us/sde)

- Common Core State Standards (CCSS - download app available);
  - [www.corestandards.org](http://www.corestandards.org)
  - [http://www.achievethecore.org](http://www.achievethecore.org)

- Smarter Balanced Assessment Consortium (SBAC) [http://www.smarterbalanced.org](http://www.smarterbalanced.org)

- IDEA Partnership: [http://www.ideapartnership.org](http://www.ideapartnership.org)

- Mathematics Assessment Resource Center: [http://www.map.mathshell.org](http://www.map.mathshell.org)

- Education Week Spotlight on English Language Arts:
  - This is a collection of eight articles for their insights into:
  - Incorporating LA across the subject areas to meet expectations of the CCSS
  - Adapting to the increased focus on nonfiction
  - Understanding how the common core could impact popular reading instruction techniques, like pre-reading exercises
  - Efforts to build a free, online repository of text-dependent questions and tasks aligned to popular basal readers
  - Preparing ELLs for the complex challenges of the common core

- Teaching Channel: [http://www.teachingchannel.org](http://www.teachingchannel.org) (videos of effective teaching practices; wide range of subjects including CCSS, differentiation, and student engagement)

- [www.masteryconnect.org](http://www.masteryconnect.org) – also has an app

- [www.learnzillion.com](http://www.learnzillion.com) - 1500 free common core lessons