

## Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program Handbook

The Neag School of Education at the University of Connecticut offers highly motivated students the opportunity to become skilled teachers through their participation in our nationally recognized teacher education programs. The Neag School of Education has two teacher preparation programs: the Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program, based in Storrs, and the Teacher Certification Program for College Graduates (TCPCG), based on UConn's Avery Point, Greater Hartford and Waterbury campuses.

Based on principles established by the [Holmes Partnership](#) and the work of John Goodlad and his colleagues at the [National Network of Educational Renewal](#), the IB/M Teacher Preparation Program was established to prepare pre-service teachers to meet the needs of all students in all types of learning environments.

- In 2014, the Neag School of Education was ranked #33 in the United States by US News and World Report; two core programs rank among the top 20: secondary education was ranked #18 and special education #12.
- The faculty of the Neag School of Education are nationally and internationally known scholars and teachers who bring new ideas and scholarship to their teaching.
- Our Teacher Preparation program partners with teachers and administrators in 36 elementary, middle, and high schools in nine school districts, called Professional Development Centers, to provide students with instructive clinic placements that help students connect theory and practice through reflective inquiry.

The purpose of this handbook, updated in 2014, is twofold:

First, it will provide an overview of the University of Connecticut's Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program, including a year-by-year description of courses and clinic work. Second, it will provide a set of guidelines for the clinic experiences that are a central part of the IB/M program.

The program description and clinic guidelines that follow should be useful to students in the IB/M program, clinic teachers working with students, as well as UCONN faculty who work in the IB/M program. All who are new to the program or simply unfamiliar with it should read the program description portion of this handbook. Once readers are familiar with the nature of the IB/M program, they will want to focus their reading on the common expectations for all clinic experiences, and take a closer look at the specific type of clinic experience with which they are currently involved (e.g., a junior placement, student teaching, the master's internship).

If you have any questions concerning the content of the IB/M Handbook, please feel free to contact the Office of Teacher Education at 860-486-3065.

Sincerely,

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## Teacher Education at the University of Connecticut Creating a Community of Learners

Each day, hundreds of thousands of American teachers teach students with a wide range of instructional needs from economically and culturally diverse communities. They spend their days in classrooms where they teach and create learning communities. They use their strong content knowledge base and diverse pedagogical strategies to challenge all students, nurture creativity and intellectual curiosity, and work to create informed, sensitive, responsive learners. The Neag School of Education at UConn is dedicated to developing teacher leaders who will create these learning communities in a partnership with partner public schools and our colleagues in the arts and sciences. We face the challenge of building and sustaining our community of learners, fully understanding the complexities of the task, with the following mission and core beliefs as our guide.

### Our Mission and Core Beliefs

The mission of the Neag School of Education at UConn is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards who are teachers and leaders dedicated to improving education for all children. In doing so, we strive to improve and enhance the quality of life in our ever changing society.

A Neag School of Education teacher education graduate will be characterized by:

- A strong *knowledge base* of content, theory, pedagogy, and the use of technology to enhance learning
- Curiosity and *intellectual enthusiasm* for continued learning and a desire to make the learning process *enjoyable*
- A core belief that *all students can learn*
- A *respect for the value of diversity in our culture* and a desire to work with diverse student populations
- The *courage to ask reflective questions* about important problems and work collaboratively to find solutions
- The knowledge and *creativity to produce* new instructional methods
- The ability to use multiple methods of *technology* to enhance and develop *authentic learning* opportunities
- Flexibility to use rich, *diverse "high end" pedagogy* to construct knowledge around the *abilities, interests, and learning styles* of all students
- The skill and knowledge to use varied methods of *authentic assessment* to document student learning
- The desire and skill to use learner-centered *differentiated instruction and curriculum* and appropriate classroom management and organization to enable all students to make continuous progress
- Informed, *responsive*, participatory citizenship in democratic, collaborative learning communities
- *Compassion*, caring and a desire to develop learners with what make a *positive difference* in the world
- The use of *ethical standards* to make *evidence-based* decisions in the best interests of students

### PROGRAM DESCRIPTION

In the early 1990's, the Neag School of Education at UConn instituted comprehensive changes in its teacher education programs. The result of these changes is the *Five-Year Integrated Bachelor's/Master's Teacher Preparation Program*.

Students typically enter the program as juniors, spending an additional three years completing both a Bachelor's and a Master's degree. Students completing requirements for both the Bachelor of Science and Master of Arts in Curriculum and Instruction or Educational Psychology who also successfully complete Connecticut's essential skills and subject knowledge testing requirements qualify for UConn's recommendation to teach in Connecticut and elsewhere.

## Tenets of the Program

The IB/M program was designed with the following tenets or principles in mind.

1. A broad liberal arts background, with a specific subject matter major that would be a part of every student's plan of study.
2. A series of progressively challenging clinical experiences in professional development schools, including required urban placement and experiences with students with disabilities.
3. A common core of pedagogical knowledge for *all* students, and specific pedagogical preparation in the area of elected certification.
4. Six clinical experiences, building teaching competence, that are tied closely to seminars and pedagogical courses.
5. Analysis and reflection about classroom practice, as well as school and community relations that would play an important role in educating future teachers to become effective decision makers and contributors to the growth of knowledge. UConn graduates would become teacher leaders and teacher researchers.

## ADMISSION TO THE IB/M TEACHER PREPARATION PROGRAM

To qualify for UConn's institutional recommendation to serve as a teacher, any applicant must successfully complete one of the Neag School of Education accredited teacher education programs. UConn undergraduates participate in the Integrated Bachelor's/Master's Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and subject area major prior to admission to the Neag School of Education, followed by two years of full-time course work in subject area major and professional education while enrolled in the undergraduate teacher education program, followed by one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Curriculum and Instruction or Educational Psychology.

Admission to the Neag School of Education is competitive. Enrollment in each program is limited. Up to fifteen of the most qualified applicants in each teaching program are admitted annually with the exception of forty in Elementary Education and twenty in Comprehensive Special Education. After completing at least three undergraduate semester, students apply *by January 15* to be considered for the following semester. Students must complete at least fifty-four credits to be eligible for admission for the fall semester.

Applicants to the IB/M program are submitted online, and include an essay describing experience that have influenced your desire to pursue a career in teaching (e.g., educational, employment, personal, volunteer) and a resume. The Teacher Education Admissions Committee reviews each candidate's application and selects candidates to interview. Following the completion of the interview process, the Teacher Education Admissions Committee recommends selected candidates to the Executive Director of Teacher Education for admission to the IB/M program.

Successful applicants generally have

- completed sufficient appropriate credits to be eligible for consideration,
- applied by the annual deadline of January 15,
- completed Connecticut's essential skills testing requirement (see below),
- participated in successful interviews with faculty,
- submitted a resume,
- written acceptable essays, and
- earned the most competitive cumulative grade point averages.

The Connecticut State Board of Education has set the minimum admission standard at a "B-" average (GPA 2.75 or higher) for all undergraduate courses. Teacher education programs offered by the Neag School of Education, however are generally more competitive.

Applicants for the Master of Arts in Curriculum and Instruction or Educational Psychology must apply for admission to the Graduate School by February 1 of the final undergraduate semester. Admission requirements include a cumulative grade point average of at least a 3.0 for the entire undergraduate record, or a 3.0 for the last two years, or excellent work in the entire final year.

**Connecticut Academic Skills Assessments for Applicants to Teacher Preparation Programs: Core Academic Skills for Educators or Praxis I** (discontinued as of 8/31/14)

## Who Must Meet The Academic Skills Requirement?

Connecticut law mandates a series of assessments to assure that each prospective teacher has essential skills in reading, writing, and mathematics, subject knowledge competence, and professional knowledge competence.

Individuals seeking formal admission to a Connecticut college or university teacher preparation program, or seeking certification in Connecticut, must fulfill the academic skills requirement by taking and passing all three PRAXIS I Academic Skill Assessments in reading, writing, and mathematics (as of 9/1/14, students must pass Core Academic Skills for Educators assessments in reading, writing, and mathematics), or by qualifying for and obtaining a Core/Praxis waiver. A waiver is an alternative to taking and passing the academic skills tests required of prospective educators by the State of Connecticut.

Educational Testing Service's (ETS) Core Academic Skills for Educators is Connecticut's required test for entry into a teacher preparation program (as of 9/1/2014).

- Passing scores on the computer-based tests (CBT's) are required on each of the three discrete tests of reading (5712 Pass = 156\*), writing (5722 Pass = 162\*), and mathematics (5732 Pass = 150) administered via computer delivered questions. If you wish to take all three computer-delivered Core exams (5712, 5722, 5732) at the same time, select *Core Academic Skills for Educators: Combined Test (5751)* when registering. Scores will be reported by individual test (5712, 5722, 5732). *\*Score will be changing effective 9/1/2017. The new score for the Core Academic Skills for Educators: Reading test will be 166 beginning 9/1/2017. The new score for the Core Academic Skills for Educators: Writing test will be 170 beginning 9/1/2017.*
- For Core registration information and preparation materials, go to the ETS website: <http://www.ets.org/praxis/ct/requirements>.
- If you test in Connecticut, your score report will be sent automatically to the Connecticut State Department of Education. If you test outside of Connecticut, select the Connecticut State Department of Education (state code 7050) as a score recipient when you register or on an additional score report request.

## Praxis I Academic Skills Assessments Pre-Professional Skills Test (PPST)

\*\*\*As of 8/31/2014, Praxis I PPST has been discontinued. Praxis I PPST test scores taken after January 1, 2002, and prior to September 1, 2014, with passing scores that meet or exceed existing minimum cut scores (listed below) will be accepted through August 31, 2019.

Education Testing Service's (ETS) Praxis I Academic Skills Assessments Pre-Professional Skills Test (PPST) is Connecticut's required test for entry into a teacher preparation program. Either the computer-based or paper-based Praxis I PPST are acceptable.

- Passing scores on the paper-based tests are required on each of the three discrete tests of reading (0710 Pass = 172), writing (0270 Pass = 171), and mathematics (0730 Pass = 171).
- Passing scores on the computer-based tests (CBT's) are required on each of the three discrete tests of reading (5710 Pass = 172), writing (5720 Pass = 171), and mathematics (5730 Pass = 171) administered via computer delivered questions.

## How do I know if I am eligible for a Praxis Waiver?

**You are eligible for a Core or Praxis I waiver if you meet one of the following sets of criteria:**

**SAT Waiver.** A combined score of 1,100 or more from test administrations on or after April 1, 1995 (minimum score of 400 on each subtest); or combined score of 1,000 or more on the SAT\*\* with neither the mathematics nor the verbal subset below 400 points from any test administration on or prior to March 31, 1995.

**ACT Waiver.** Scores no less than 22 on the English subtest and no less than 19 on the mathematics subtest on the American College Testing (ACT) program assessment from test administrations on or after October 1989, or equivalent ACT scores not less than 20 on the English and not less than 17 on the mathematics, from test administration prior to October 1989; or

**PAA Waiver.** A total score on the Prueba de Aptitud Academica (PAA) equivalent to a combined score of 1,000 on the SAT with neither the mathematics nor the verbal subtest score below the equivalent of 400 points. In addition, a minimum score of 510 on the English-as-a-Second Language Achievement Test (ESLAT) or the Test of English as a Foreign Language (TOEFL).

If you DO MEET one of the criteria you must apply for a Core/Praxis I waiver when you have been admitted to the IB/M program. If you do not meet one of the criteria listed above, you must take the **Praxis I Exam**.

\*\*If you have taken the SAT on more than one occasion, your highest verbal score and your highest mathematics score will be combined.

### **How to Apply for a Core/Praxis I Waiver (Connecticut Academic Skills Assessment Waiver)**

A waiver may be granted by furnishing **official\*** proof of having met the criteria on the SAT, the ACT, or the PAA. Official SAT, ACT, and PAA scores are those scores sent directly from the respective teaching company. Test score reports forwarded to the Connecticut State Department of Education (CSDE) directly from candidates cannot be accepted.

#### **1. Applying for the Praxis I/Core Waiver:**

- a. Create an account on the Connecticut Educator Certification System (CECS):  
<http://sdeportal.ct.gov/cecscreateuser/default.aspx>
- b. Apply for the waiver online
- c. Submit official score report by US mail to the CT State Department of Education office at the address below:

CT State Department of Education  
Bureau of Educator Standards and Certification  
PO Box 150471, Room 243  
Hartford, CT 06115-0471

### **Ordering Official Score Report**

Have an OFFICIAL score report sent directly from the respective testing company (SAT, ACT, PAA, or GRE) to the Connecticut State Department of Education (CSDE) at the above address.

- SAT Test Score Request: [www.collegeboard.com/student/testing/sat/scores/sendint/html](http://www.collegeboard.com/student/testing/sat/scores/sendint/html)
- ACT Test Score Request: [www.actstudent.org/scores/send/index.html](http://www.actstudent.org/scores/send/index.html)
- PAA Test Score Request: [www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed\\_192.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf)
- GRE Test Score Request: [www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed\\_192.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/Cert/certform/ed_192.pdf)

Once the CSDE has processed your waiver, they will issue an electronic waiver letter in PDF format. You should keep a copy of the waiver letter (in PDF and hard copy) for your records and forward a copy of the waiver letter PDF to Lisa Rasicot ([l.rasicot@uconn.edu](mailto:l.rasicot@uconn.edu)) to be placed in your file.

If you have questions concerning the Connecticut Academic Skills Assessment Waiver, call ((860) 713-6969) or e-mail ([teacher.cert@ct.gov](mailto:teacher.cert@ct.gov)) the waiver coordinator.

## PROFESSIONAL DEVELOPMENT CENTERS

The Neag School of Education at UConn has entered into partnerships with nine school districts and 36 different elementary, middle, and high schools. Through these relationships, known as Professional Development Centers or PDC's, the faculty and administration in the Neag School of Education and in the schools work together to create a new vision of elementary and secondary education, as well as teacher education. While the configuration of each PDC varies depending upon the demographics, needs, and interests of the specific school, there are three general principles that have guided the design and implementation of all PDC's.

First, virtually all of the clinic placements for IB/M students are in one of the professional development schools. Thus, **any given school will host at a single point in time a wide range of the IB/M students – first year students, second year students, and Master's year interns.** Some students, especially those early on in the IB/M program, might be tutoring individual children. Other IB/M students will be taking on a full teacher role during their student teaching assignment. Master's interns might be working with teachers in the school to develop curricula or design a support program for at-risk children. The goal is to place a critical mass of IB/M students from varying stages in the program into a single building. Their presence in large numbers helps to define the culture of the school as a place characterized by professional collaboration and growth. In addition, IB/M students in the same building during their clinical placements support and challenge each other through the process of learning to be a professional educator.

The second principle guiding the development and implementation is that **university personnel, school district personnel, and IB/M students have a shared responsibility for creating an appropriately positive and challenging environment for learning in their school.** The learning that goes on in a school is not only the learning of the children and adolescents who attend that school. The learners in a school include the IB/M students working in the school during one of their clinic placements, the university faculty who supervise those IB/M students during their clinic placements, as well as the teachers and administrators who constitute the professional staff of the school. The opportunities for professional growth in a school are many and varied, including staff development workshops, conferences and meetings, seminars, and the routine conversations and sharing that characterize the close working relationships that develop between IB/M students, university personnel, and school district personnel who share a vision and mission.

The third principle guiding development and implementation is that **a primary emphasis within the operation of the schools is on development projects and research activities.** Again, IB/M students, UConn faculty, school district faculty, and school district administrator collaborate in these efforts.

In addition, master's interns are required to conceptualize, conduct, and write up a professional inquiry project related to their internships. Thus, over one hundred such inquiry projects are conducted each year in schools. These inquiry projects are carried out by IB/M students, under the close guidance of a university faculty member. School district personnel who work closely with the interns typically assist their interns in the articulation of a focus and the formulation of a set of questions for those projects that are of interest and importance to the district. Many of these inquiry projects have become significant documents in schools and districts, providing needed information about district programs and initiatives, ultimately driving the next round of decisions regarding whether and how to approach those programs and initiatives in upcoming years.

Finally, research carried out by university faculty and graduate students completing dissertations are often conducted in schools, adding to the efforts to create schools that are indeed characterized by professional development and inquiry. Increasingly teachers are becoming participants in research projects.



## **What does it mean to be a Professional Development Center?**

A Professional Development Center is a district that has committed itself to the highest level of involvement in the development of new teachers and has opened its doors to UConn students, providing them with access to rich, engaging learning environments and to teachers who can demonstrate what it means to teach every child well.

A Professional Development Center is a district in which teachers and administrators contribute time, energy, and expertise to shape the practice of new teachers and to ground research on teaching practice in the realities of teaching in today's world.

A Professional Development Center is a district with a willingness to bridge the divide between the school district and university cultures to work together in the spirit of inquiry to improve practice both in teacher education and in public schools.

Clinic teachers and administrators spend countless hours each year coaching, mentoring, supporting, and encouraging IB/M students to become the best teachers they can be.

The following lists our current PDC partner districts:

East Hartford Public Schools  
Mansfield Public Schools

PDC Coordinator: Dr. Susan Payne

Glastonbury Public Schools  
Windham Public Schools

PDC Coordinator: Dr. Rebecca Eckert

Hartford Public Schools  
Windsor Public Schools

PDC Coordinator: Dr. René Roselle

Manchester Public Schools  
Regional School District #19  
Wilmington Public Schools

PDC Coordinator: Dr. Mark Kohan

## **GUIDELINES FOR CLINIC EXPERIENCES**

Clinic experiences – working in classrooms and schools with children and in collaboration with skilled, experienced and certified teachers – is a central activity in the IB/M program. Over the course of the IB/M program, students complete the equivalent of six semesters, an average of 1200 hours, of clinic-based experiences. The experiences become increasingly complex and demanding as students make their way through the program.

Clinic experiences are designed to complement the university course work IB/M students are taking concurrently with their clinic placement. Each semester students are also enrolled in a small seminar with other students who are at the same phase in the IB/M program and who are working in the same school district during their clinic placements. In these seminars, students are expected to talk and write about what they are doing in and learning from their clinic placements, how they are learning in clinic is related to their learning in their university courses, and how their understandings of students, teachers, schools, and teaching is changing as a function of their varied learning experiences. The goal of the Clinic/Seminar/Core structure that runs throughout the IB/M program is to provide the students with the information, the experience, and the opportunity needed to engage in substantive analysis of and reflection upon the enormous and complex task of educating the youth of this country.

### **Common Expectations for All Clinic Experiences**

The success of the IB/M program is highly dependent upon the success of the clinic experiences in which students participate each semester. The success of the clinic experience is largely a collaborative effort, one that involves the coordination of the IB/M student, the clinic teacher, and the university supervisor/seminar leader. These three individuals make up the clinic team. Which each member of the team may have different responsibilities to carry out, the successful clinic experience is truly the outcome of these three individuals supporting each other and working together.

While clinic experiences across the IB/M program vary greatly in terms of the focus and expectations placed upon the students, there are many expectations that are common to all clinic placements. Therefore, this section of the handbook will address those expectations for the clinic experience, the IB/M students, the clinic leaders/teacher, and the seminar leaders/university supervisors that cut across all clinic experiences and assignments.

All clinic experiences should:

- be active learning experiences with IB/M students spending a minimal amount of time sitting in the back of the room observing what others are doing;
- challenge the IB/M students to think for themselves and perform independently in a manner consistent with their level of experiences and preparation;
- help teachers or clinic leaders accomplish tasks or meet goals that they could not have accomplished without the participation of IB/M students.

All students in a clinical experience should understand that they are in a school at the invitation of the school. Every student has a responsibility to maintain a high level of professional conduct.

All IB/M students should:

- contact the clinic teacher/leader prior to the beginning of the clinic assignment to discuss their schedule and expectations of the clinic teacher/leader;
- attend regularly, be punctual to, and participate fully in the clinic assignment;
- report necessary changes in the clinic schedule or unavoidable absences to the clinic leader/teacher **in advance**;
- make up all missed clinic days (discuss details with the clinic leader/teacher);
- be aware of and comply with the school's standards of appropriate teacher dress, language, and style;

- adhere to all school rules, policies, and practices;
- follow the school's guidelines concerning the length of the teachers' day and the school calendar'
- learn the roles and responsibilities of the clinic leader/teacher;
- attend school functions whenever appropriate and possible (i.e., faculty meetings, parent conferences, PPT meetings, in-service staff development programs, curriculum workshops, home visits, athletic events, school plays, etc.)
- attend and participate fully in all of their university courses and seminars;
- keep a professional portfolio of their work, including their reflective journal and other writings, materials prepared for clinic placements, and assignments completed for university courses.

All clinic teachers should:

- accept overall responsibility for structuring and scheduling the IB/M student's time and work in the school;
- provide the IB/M student with a range of experiences based upon what the student has already done, what is proposed by university faculty, and the needs of the classroom or program to which the student has been assigned;
- be a resources to the IB/M student, provide advice about how to function successfully within the school setting;
- communicate and collaborate with UConn faculty (i.e., PDC coordinator and IB/M student's seminar leader), as well as with school or district personnel closely associated with the PDC effort (i.e., members of PDC steering committee and district facilitator of placements), to ensure that placements are appropriate and productive for all concerned;
- communicate honestly and regularly with IB/M students about expectations for, assessments of, and insights related to their work in the school;
- provide IB/M students with a formal critique of their performance midway into the semester and at the semester's end, the final evaluation is written up and submitted to the IB/M student's seminar leader for inclusion in a semester grade.
- Sample evaluation forms can be found on Neag School of Education website ([www.education.uconn.edu](http://www.education.uconn.edu)). All evaluations should be completed on the form provided. The clinic leader should sign the form, share the evaluation with the student, ask the student to sign the form, and have the student deliver the form to his or her seminar leader. If there are concerns that warrant a discussion with the seminar leader, the clinic teacher should feel free to contact him or her at the University.

All seminar leaders/university supervisors should:

- plan and suggest clinic assignments in cooperation with the clinic teachers and instructors of the core courses students are taking at the university that semester
- visit and confer with each student and clinic teacher at the school site at least twice during the semester (with the exception of student teaching which requires a minimum of six formal observations of the teacher candidate teaching), providing oral and/or written feedback to the student concerning her/his work in clinic and seminar;
- clarify any questions or concerns of the clinic teachers concerning the IB/M program generally and the clinic experiences specifically;
- encourage students to use their discussions and writings to analyze and reflect upon the relationships they see between their university course work and their experiences in clinic;
- assign a seminar/clinic grade to each student that reflects the evaluations of that student made by both the seminar leader and the clinic teacher;
- facilitate, when possible, the participation of clinic teachers in the seminars;
- attend UConn staff development meetings for seminar leaders.

The Year-by-Year sections of this handbook include expectations for clinic teams and clinic experiences specific to each semester's clinic work.

**Suggested IB/M Clinic Experiences**  
For Elementary and Secondary Placements

**Purpose**

Clinic placements help students gain practical experiences to assist them in their analysis and reflection on teaching and learning. The clinic is the venue in which the concepts taught through university coursework “come to life” through participation in rich real-life experiences with teachers and learners. For the most part, the experiences garnered in placements should be unique to each clinic teacher and student and dependent on their needs and experiences. Clinic teachers should guide IB/M students towards the unique experiences available in their schools that allow juniors to better understand *Students As Learners* and seniors towards what it means to be a *Teacher As Professional*.

All schools provide a wealth of experiences and activities from which IB/M clinic students will benefit. This list of suggestions was compiled with input from classroom teachers to help the clinic teacher and the clinic student think about the many activities available. Please note that these activities are *suggestions* and the completion of the items is not a class requirement. Students are expected to inform clinic teachers of any *required* class assignments that need to be completed at the clinic site.

Select activities that best match the concepts being taught in the core courses. For IB/M juniors, in the fall – student learning, student motivation, differentiation of instruction, technology, equity and access; in the spring – students with special needs, school climate, culture, community issues, and the student in school context. In the fall of the senior year, students are studying instructional methods specific to their chosen area of certification and are focused on teaching in the classroom.

Please add your own ideas!

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**In the Classroom Activities**


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| <ul style="list-style-type: none"> <li>• discuss classroom issues with clinic teacher on an ongoing basis</li> <li>• collect baseline data on a student's classroom behavior and performance</li> <li>• assist with small groups of students</li> <li>• develop a lesson with a teacher</li> <li>• supervise a cooperative learning group</li> <li>• answer student questions</li> <li>• research and collect materials for activities/units</li> <li>• supervise and/or manage computer time</li> </ul> | <ul style="list-style-type: none"> <li>• assist a teacher with a project</li> <li>• assist students with projects</li> <li>• participate in games and activities</li> <li>• monitor group and individual work</li> <li>• read with a student</li> <li>• read aloud to a small group of students</li> <li>• read aloud to the class</li> <li>• share a talent</li> <li>• team teach a class</li> <li>• manage a center/work station</li> <li>• teach a small group lesson</li> <li>• assist the teacher in modifying a test or quiz for a student with ELN</li> </ul> |
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### More In the Classroom Activities

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- give one-on-one academic assistance
- teach a whole group lesson
- assist a new student in class
- shadow a student for a day
- help students select books and/or research materials
- help integrate technology into the classroom, including assistive technology for a student with exceptional learning needs (ELN)
- help prepare a lesson, lab, game, activity, etc.
- monitor a test or quiz
- discuss setting up a grade book, lesson plan book, files, etc.
- assist in welcoming diversity into the classroom
- look through and copy teacher resources for ideas about lessons, activities, etc.
- give directions to the class for an assignment, activity, quiz, or test
- other: \_\_\_\_\_

#### Routines, Procedures, and Transitions

- help with fire drill and other emergency procedures
- take attendance
- collect papers and materials
- pass out papers and materials
- check agendas/assignment books
- move students to other areas
- other: \_\_\_\_\_

#### Housekeeping:

- design and put up bulletin boards
- update records
- manage book ordering clubs, etc.
- compose a newsletter
- compose another parent communication piece
- write a field trip permission slip
- plan a field trip
- help correct assignments
- other: \_\_\_\_\_

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### Around the School Activities

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- help with duties (bus, recess, lunch, hall monitoring, study hall, etc.)
  - attend special classes with assigned clinic class
  - learn about all aspects of bilingual or ESL program
  - learn about all aspects of an enrichment or gifted and talented program
  - observe a team-taught class
  - chaperone a field trip
  - read the Strategic School Profile
  - review the school handbook
  - review the parent handbook
  - review the teacher handbook
  - review school achievement records
  - become familiar with safety issues/emergency procedures
  - become familiar with the overall school facilities
  - become familiar with the rules and regulations of the school
  - observe and help out in the school library or nurse's office
  - other: \_\_\_\_\_
-

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## Working with Others

- **discuss current issues in the school and education in general with school personnel**
- **visit and/or work with other classrooms**
- **shadow a school nurse, school psychologist, speech and language clinician, library media specialist, paraprofessional, or another school professional for a day**
- **suggest ideas for activities that relate to your (the clinic student) specific skills**
- **become familiar with parent organizations**
- **other:** \_\_\_\_\_

*Meet and discuss roles with personnel that can give insight into overall school processes:*

- grade-level and subject-specific teachers (same subject as clinic student)
- specialized teachers (special education, art, music, technology, etc.)
- school psychologist (discuss the assessment procedures used for students with ELN)
- support staff (secretary, counselors, nurse, psychologist, librarian/media specialist, janitor, social worker, physical therapist, etc.)
- administrators (principal, VP, superintendent, curriculum specialists, etc.)
- other: \_\_\_\_\_

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## Professional Responsibilities

- attend and participate in a teacher work day
- attend an educational conference and/or workshop
- review the school's policy on special education, etc.
- review and IEP and/or attend a Planning and Placement Team (PPT) meeting (need permission for both)
- other: \_\_\_\_\_

Assist with and/or attend:

- Open House
  - Parent-Teacher Organization/Association meeting and/or event
  - Planning Placement Team (PPT) meeting
  - faculty, grade-level, team/department and/or team leader meetings
  - parent-teacher conference
  - book fairs
  - science fairs
  - festivals
  - school presentations (plays, recitals, etc.)
  - sporting events
  - Board of Education Meeting
  - other: \_\_\_\_\_
-

## THE IB/M TEACHER PREPARATION PROGRAM YEAR-BY-YEAR

### IB/M Program First Year

Once admitted to the IB/M program, first year student, regardless of grade level and content area specializations, enroll in a set of courses and experiences focused on building a solid foundational knowledge that will be used to prospective teachers of special and regular education, or elementary and secondary students, and of any content area. First year students take teacher preparation courses, continue in courses to build their content area knowledge, engage in weekly experiences in schools – called clinic placements, and participate in seminars that help them link course-based learning and clinic-based learning.

### First Year Coursework

During the First Year of the IB/M program, all teacher candidates take courses that are designed to build a solid foundational knowledge about: a). how students learn, b). learning technologies, c). learning differences, and d). how schools influence student learning. The courses that students take during this initial phase of the IB/M program are:

<p>Junior Year Fall Semester</p> <p>EDCI 3000: Introduction to Teaching EPSY 3010: Educational Psychology EPSY 3230: Technology in Education</p> <p>EGEN 3100: Seminar/Clinic: The Student as Learner</p> <p>In addition, Music Education majors take: EDCI 3020: Choral Methods</p> <p>In addition, Special Education Majors take: EPSY 3115: Collaborative Program Planning in Special Education</p>	<p>Spring Semester</p> <p>EPSY 3110: Exceptionality EPSY 3125: Classroom and Behavior Management</p> <p>EGEN 3110W: Seminar/Clinic: The Student in School Context</p> <p>In addition, Music Education majors take: EDCI 3305: Methods in Elementary School Music</p> <p>In additions, Special Education majors take: EPSY 3130: Methods for Teaching Students with Disabilities</p>
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In addition to Teacher Preparation Coursework, first year students continue to build their content-area knowledge by taking courses in their chosen subject area majors.

### Expectations for First Year Students

- Students must understand the nature and importance of analytical and reflective thinking as a cornerstone of the IB/M program, and must begin to develop their reflective and analytical abilities, particularly when working with and around children.
- Students must understand what constitutes professional behavior and attitudes, both in clinic placements and in university courses, and demonstrate professional behavior at all times.
- Students should make certain that they make personal contact with their academic advisor early in this phase of the program. While few students will actually take courses with their advisors during the first year, advisors still play an important role in the life of IB/M students. Advisors are especially important in designing a plan of study and selecting courses.

- All students should have an approved plan of study on file in the Office of Teacher Education no later than November 1 in their fall semester in the program. Students should contact Ann Traynor, Academic Advisory Center Director, with questions concerning their plans of study.

### **First Year Clinic Placements**

First year students are placed with clinic teachers in one of our 31 PDC schools. Fall and spring semester placements are in different schools with an eye toward giving each student both an urban and suburban school experience and in a classroom where they can observe the delivery of education services to students with special needs. Secondary education students are given opportunities to explore learning communities at the middle school and high school levels.

The clinic assignment in the junior year is typically six hours each week spent in the school. Students should coordinate their schedules with their clinic teacher as soon as they have been instructed to contact the teacher, generally during the first meeting of their EGEN 3100 and EGEN 3110W seminars, during the first or second week of UConn's semester. Clinic placements generally begin during the second or third week of the semester.

### **Roles and Responsibilities of the First Year Clinic Team**

The clinic team is made up of the student, the clinic teacher, the seminar leader, and the student's advisor. The general guidelines for clinic placements appear in a later section of the handbook. Please review them. The following information describes unique expectations of each clinic team member that apply to first-year clinic experiences.

**IB/M students** are responsible for fully engaging in learning opportunities within their assigned school and for working with the clinic teacher to identify and access a variety of learning opportunities.

**Clinic teachers**, professionals who are state certified and have at least three years of successful teaching experience, should keep their expectations of IB/M students in line with the students' levels of development and experience. While IB/M students can and often do teach whole group lessons during first year clinic experiences, a focus on lesson development and implementation has not yet been central in their university course work. Unlike other teacher preparation programs, students in the IB/m program do not take all or most of the university course work prior to their placement in the schools. Instead, upon entering the IB/M program, students are placed immediately into schools, with the belief that the most relevant learning will occur when students can experience the theory and practice of teaching concurrently. Fall clinic teachers, therefore, work with IB/M students who have been taking courses in the IB/M program for only two weeks. Therefore, expectations for first year clinic students should be aligned with their current level of development.

- While students can and should be expected to do significant work in the schools during their clinic placements, for the most part the work should be consistent with the focus of their university course work taken at the time of the clinic placement.
  - Fall semester themes include student learning, student motivation, educational technology, and differentiation of instruction.
  - Spring semester themes include exceptionalities, teaching students with special needs, school context, classroom and behavior management, community and cultural concerns.
- Appropriate experiences for the first year focus the IB/M student on individual and small groups of learners, help IB/M students learn more about how the school and district are structured and administered, and highlight the role of the community and state in the functioning of the school and district. Refer to the Guide to Clinic Experiences section of the handbook for many specific suggestions for school-based experiences.
- Each clinic experience is unique and can never be expected to cover all of the issues that students encounter in their university course work. Those clinic experiences, however, that are designated to address one or more of the themes of this initial phase of the program provide an excellent beginning for our prospective teachers.



**Seminar leaders** should be aware that they are the IB/M students' first personal contact with an instructor in the program. Because the core courses are very large during the first year and students typically do not have contact with their advisors in an instructional role, the seminar leader is the person to whom IB/M students are most likely to turn when they have questions.

- Seminar leaders at this phase of the program have a special responsibility to help their students understand both the philosophy and the structure of the program.
- Seminar leaders need to help their students make a successful transition not only into the clinic placement specifically, but also into the IB/M program generally.
- Seminar leaders in the first year set the expectations for clinic placement engagement, participation, and learning that students will carry with them throughout the program.

### **First Year Seminars**

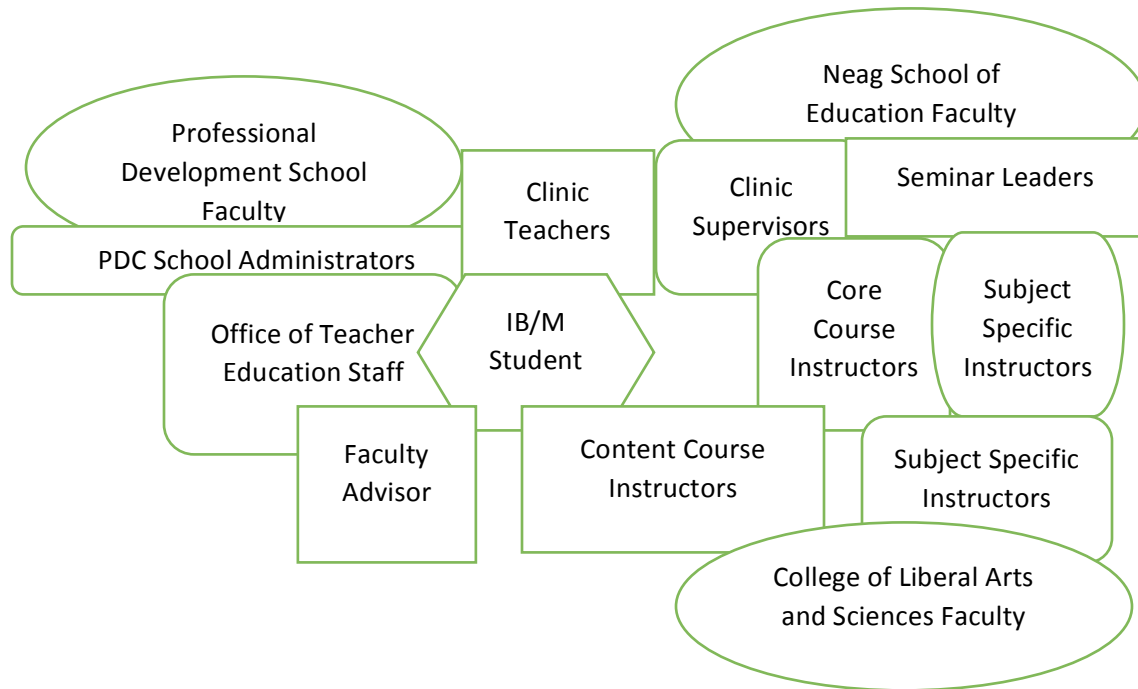
The EGEN Seminars, EGEN 3100 in the fall semester and EGEN 3110W in the spring semester, are designed to help first year students make connections between what they are learning in their courses and what they are learning in their clinic setting. Seminar leaders design a series of activities that help students deepen their understandings about applications of learning theory, learning technology, differentiation of instruction, and special education in real classrooms. In the fall, students enroll in the EGEN 3100 seminar sections that correspond with the PDC in which they complete their clinic assignment and participate in the seminar with students who are also placed in the same PDC. For example, all students placed in Glastonbury Public Schools participate in the same section of EGEN 3100, allowing for reflection on and analysis efforts across the district at all grade levels.

While specific clinic assignments for these students will vary depending upon their seminar leader, some assignments that students have been expected to complete at this phase of the program include:

- Collect baseline data on a students' classroom behavior;
- Adapt a generic lesson plan for individual learners;
- Review the school's policy statement on special education procedures and guidelines for parents;
- Create a school profile;
- Observe a Planning and Placement Team meeting;
- Teach a small group using an adapted lesson plan;
- Shadow a student or administrator for a day to get a feel for what a day in that person's life at school entails.

## The Teaching-Learning Support Team

IB/M students are part of a team put together to support and enhance their learning and preparation for becoming a teacher.



The IB/M student is supported by several individuals who have interest in their preparation as teachers. Each of the people or groups shown in the diagram can help the student become acclimated to the IB/M program and build a strong knowledge base by facilitating learning through experience, reflection, conceptualization, and experimentation. The student plays the most important role in the learning process. Through the student's efforts, organization, and full participation, the learning process yields valuable content and experiential knowledge needed by future teachers.

Each student is assigned a faculty advisor who is an expert in the student's chosen field of concentration. Faculty advisors help students reflect on and capture their learning and continuously challenge teacher education students to learn and grow. Faculty advisors are the best resource for exploring problems of practice and setting development goals.

Other university faculty also serve as resources to IB/M students. The instructors who teach the core courses in the teacher preparation program create learning objectives to help students build a solid foundation in teaching and learning. Core course faculty are available to discuss course content and its applications. Likewise, faculty from the College of Liberal Arts and Sciences are available to help teacher education students develop deep content knowledge. Through the Teachers for a New Era grant, the Neag School of Education has built strong relationships with many CLAS faculty. Many of the core content areas – math, science, English, social studies, and world languages – have specific CLAS faculty representatives who are focused on teacher preparation.

In the second and third years of the IB/M program, faculty who teach subject-specific courses – for example, teaching elementary school science or teaching secondary social studies – serve as a resource to students who are developing and practicing their teaching skills.

As described earlier, the clinic teacher and the seminar leader are available to help students get the most out of their clinic experiences. PDC school administrators often get involved in supporting and guiding IB/M students during their clinic and internship placements. PDC administrators and teachers are interested in seeing that each student gains the most possible value from their work in the schools. Seminar leaders, subject-specific faculty, and others are assigned to provide clinic placement supervision and these supervisors also help the student to experience and reflect on in-school experiences.

Finally, the Office of Teacher Education and Dean's Office staff, including the Executive Director of Teacher Education, the Director of Advising & Certification, the Academic Advisor, PDC Coordinators, and the Director of School-University Partnerships, are always available to help IB/M students, to answer questions, to resolve dilemmas, and to give advice.

## **Teacher Education Program Continuation Policy**

Throughout the teacher candidates' progress in the Teacher Education program, faculty, cooperating teachers, and university supervisors will assess the teacher candidates' professional knowledge, skills, and dispositions in both course assignments and clinical setting, and make recommendations regarding teacher candidate continuation in the program.

Continuation in the Teacher Education program is based on continued acceptable performance.

Acceptable performance in the Teacher Education program is defined as:

- Earn grades of B- or better in education courses and seminars; maintain a GPA of 3.0 or higher in their major and education coursework.
- Maintain a cumulative GPA of 3.0 or higher.
- Complete all work with regards to grades of Incomplete prior to start of the subsequent semester, and prior to the grade being converted to a failing grade (F).
- Complete program requirements according to the plan of study for the concentration area;
- Follow UConn's Student Conduct Code;
- Demonstrate ability to work successfully with K-12 students in field placement settings throughout the program. Classroom teachers evaluate students by using a department designed evaluation instrument aligned with program standards. Students must receive consistently positive evaluations from classroom teachers to continue in the program.
- Follow the teacher code of conduct with the assigned PDC.

### **Procedures:**

The Executive Director of Teacher Education will perform official checks regarding teacher candidate performance on a semester basis. Advisors will be notified of these reports. Likewise, advisors should notify the Director of Teacher Education of concerns they identify. Letters of warning will be sent to teacher education candidates failing to meet the criteria for acceptable performance and a course of action will be determined.

The Executive Director of Teacher Education will chair the Teacher Candidate Review Committee. Members, appointed by the chair, will include the Assistant Dean of the Neag School of Education, a member of the Teacher Education Policy Board, a faculty member, and the Director of the TCPCG Program.

When issues or concerns are raised regarding the teacher candidate's performance in the Teacher Education program, steps will be followed to address those issues or concerns. Those steps are:

1. Upon a concern being raised, the appropriate faculty, advisor, field coordinator, or staff member is required to discuss the situation with the teacher candidate. Prior to the discussion the appropriate person should review relevant documentation and other sources if needed to fully discuss the situation with the teacher education candidate. This meeting must be documented and written recommendations should be given to teacher candidate. This record will be placed in the teacher candidate's permanent teacher education file. When a concern is raised about a teacher candidate's actions/dispositions in a field placement, the field coordinator in consultation with other appropriate persons will have the option of immediately withdrawing the teacher candidate from the placement.
2. If the nature of the concern warrants further intervention, the teacher education candidate identified will be required to attend a review meeting to be called by the Executive Director of Teacher Education. Members of the Teacher Candidate Review Committee, the teacher

candidate, and the teacher candidate's advisor will be asked to attend. The teacher candidate may also ask an advocate of their choice to attend. The purpose of the meeting will be to share concerns, gather additional information if necessary, and to develop an assistance plan, if appropriate. The meeting and plan will be documented and signed by the chair of the Teacher Candidate Review Committee, advisor, and teacher candidate.

3. If the issue or concern regarding the teacher candidate's performance is not resolved, the teacher candidate will be encouraged to seek another major/program at the university. Ultimately, Teacher Candidate Review Committee may dismiss the teacher candidate from the Teacher Education program.

**Assistance plans:**

Teacher candidates who do not meet the criteria for acceptable performance may or may not be eligible for a Teacher Candidate Assistance Plan, based on their individual circumstances. The purpose of the assistance plan is to address areas of concern for teacher candidate's having difficulty in the Teacher Education program. Assistance plans may draw upon services offered through the university to address areas of concern and will include specific objectives and timeframes within which the objectives must be met. Successful completion of conditions outlined in a teacher candidate assistance plan will be required for continuation in the Teacher Education program.

Teacher candidate assistance plans, clinic evaluation forms, recommendations, and academic warning letters are treated as part of a teacher candidate's permanent teacher education file.

*Approved by Teacher Education Policy Board, October 26, 2006*

**IB/M Program  
Second Year**

The second year in the IB/M program is a pivotal year, one in which students focus on teaching and learning in their chosen certification area. At this point, students are learning how to design lessons and units that help their pupils develop a comprehensive knowledge base.

- They are learning how to translate what they know about subject matter into activities and learning experiences that are developmentally appropriate for a given group of students.
- They are learning how to recognize whether learning is taking place.
- They are learning how to work with blocks of instructional time that they are given in a school schedule.

In the fall of the second year, students continue with a coursework-clinic-seminar approach, but in the spring, students assemble all that they have learned and participate in student teaching, a full semester of practice in the classroom under the guidance of a cooperating teacher and a university supervisor. Because the fall and spring semester are distinctly different in the second year, each semester will be discussed separately in the handbook.

**Second Year Fall Semester Coursework**

The Core courses that students take during this phase of the IB/M program are as follows:

<b>Fall Semester of the Senior Year</b>
<p><b>All student take:</b>          EPSY 4010: Assessment of Learning          EGEN 4100: Seminar/Clinic: Methods of Teaching</p>
<b>Plus one of the following groups:</b>
<p><b>Elementary Education</b>          EDCI 4110W: Teaching Reading and Writing in the Elementary School          EDCI 4115: Teaching Mathematics in the Elementary School          EDCI 4120: Teaching Science in the Elementary School          EDCI 4125: Teaching Social Studies in the Elementary School</p>
<p><b>Secondary Education</b>          EDCI 4210W: Instruction and Curriculum in the Secondary School          EDCI 4205W: Instruction and Curriculum in World Languages          EDCI 4215: The Teaching of Reading in Middle and High School (English Education only)</p>
<p><b>Special Education</b>          EPSY 3120W: Fundamentals of Assessment          EDCI 4110W: Teaching Reading and Writing in the Elementary School          EDCI 4115: Teaching Mathematics in the Elementary School</p> <ul style="list-style-type: none"> <li>• Special Education students do not take EPSY 4010</li> </ul>

Many students continue to take subject-specific courses in CLAS to meet their requirements for their subject area majors during the fall of their second year. All subject area major requirements must be met by the end of the first semester of the second year in the IB/M program, prior to the start of student teaching.

## **Expectations for the Second Year Student**

- Students must continue to develop their reflective and analytical abilities, particularly when working with and around children. At this point in the program, students should be paying careful attention to student learning and the impact of instruction on student achievement. Reflection and analysis of their own classroom practice as well as the practice of the clinic teacher is critical in developing a comprehensive understanding of the relationship between teaching and learning.
- Students must demonstrate professional behavior and attitudes, both in clinic placements and in university courses. In the second year, the fall clinic placement and spring student teaching provide each student with opportunities to develop his or her professional identity and to practice professionalism.
- Students should maintain personal contact with their academic advisor.
- All students should have an approved final plan of study on file in the Office of Teacher Education by November 1.
- Students do not take courses during their student teaching semester in the spring and therefore, students should complete their subject area major course requirements and all other coursework requirements by the end of the fall semester.
- Students must be aware that they must have a cumulative GPA of 2.75, no incomplete grades, and no grades below a B- in teacher education courses in order to student teach. Students who do not meet these requirements will not student teach in the spring semester.
- Second year students must apply to the Graduate School by February 1 in order to be admitted to the Master's year of the IB/M program. Admission to the Graduate School requires a minimum 3.0 GPA. Graduate school applications must be completed online at <http://grad.uconn.edu/prospective-students/applying-to-uconn/>. IB/M students do not need to supply letters of recommendation or submit a personal statement as part of their graduate school application. Connecticut residents must complete the Residence Affidavit for in-state tuition status.
- Students must apply for graduation during the first four weeks of the spring semester, using PeopleSoft. Students must have 120 earned credits to graduate.

## **Second Year Fall Clinic Placements**

The purpose of the fall semester clinic placement in the second year is to provide the student with opportunities to focus on teaching in their chosen certification area, to work directly with a teacher who is TEAM trained and professionally licensed in the chosen certification area, to gather instructional ideas and materials, and to practice the development and delivery of instruction under the guidance of a certified teacher and a subject-specific specialist.

In the second year, students are assigned to clinic placements in their chosen area of certification and must spend at least six hours per week in the clinic site. How students meet the six hour requirement varies depending upon their specialization area.

Students in elementary or secondary education will remain in their fall placement for their student teaching semester. Because their certification is K-12 and pre-K-12, Special Education and Music Education majors must be assigned to two different placements in their senior year in order to assure experience in both elementary and secondary schools. World Language students will also have two different placements in their senior year.

Because this clinic experience is the last one before the IB/M students' student teaching semester, the more teaching experience the students get during this clinic experience the better. The amount of actual instructional time for which the students take responsibility varies greatly and is negotiated between the clinic teacher, the student, the seminar leader, and often the student's advisor or methods instructor.

## **Roles and Responsibilities of the Second Year Clinic Team**

The general guidelines for clinic placements appear in a later section of the handbook. Please review them. Unique expectations of each clinic team member that apply to subject and grade-level specific clinic experiences in the second year are listed below.

**IB/M students** should take full advantage of the subject-specific grade-level clinic placement. This experience is the last opportunity students will have to get teaching experience before going out to meet the challenges of student teaching. Professionally licensed, clinic teachers with at least three years of successful teaching experience, have been carefully chosen because of their knowledge and skill in instruction, classroom management, and content area expertise. Therefore, students who take full advantage of the opportunity can garner ideas and materials for the future.

Both **clinic teachers and seminar leaders** should be aware of the critical importance of the fall semester's clinic experience in the overall preparation program. IB/M students are now focusing on teaching in their area of concentration. They expect to obtain a teaching position much like the one in which they are working this semester. Clinic teachers and seminar leaders should focus on careful evaluation of performance as well as preparation, providing specific feedback, and assessing the teacher candidate's grasp on what to teach, how to teach, and why.

In addition, seminar leaders, advisors, and methods instructors will be examining each student's readiness to meet the demands of student teaching. IB/M students who do not seem ready to student teach are counseled with regard to their future in the program. Thus, the fall placement has a special importance in the preparation of the prospective teacher; many students in the program describe it as a turning point.

### **Second Year Fall Semester**

In the fall semester, second year students take the EGEN 4100 Methods of Teaching seminar. The seminar, designed to integrate with the methods courses and the assessment course, helps students to reflect on their clinic experiences through a lens of various approaches to teaching. The 4100 seminars are taught by methods faculty who have a wealth of knowledge on principles and philosophies of teaching a specific subject area as well as their practical applications. Seminar sections are organized around certification area, so, for example, all secondary English majors participate in the same EGEN 4100. Certification-specific groupings allow students to reflect on and analyze each other's work in the content area and to share specific strategies and challenges associated with teaching their specific subject and grade level.

The seminar helps students work on curriculum, instructional strategies, unit and lesson planning, assessment strategies, differentiation of instruction for different learners, and many day-to-day issues of classroom and instructional management. Students work with their seminar leaders to continue to develop a reflective stance and practices that will support their growth as professional educators. Activities are specifically geared toward helping students construct and develop the knowledge, skills, and dispositions they will require for a successful student teaching experience.

While specific clinic assignments for students will vary depending upon their seminar leader, some assignments that students have been expected to complete at this phase of the program in the context of their clinic placement include the following:

- 1) Design and implement a lesson on a topic that is negotiated with the clinic teacher. Also, develop an assessment tool for discerning how well students learned or mastered the objectives of the lesson.
- 2) Collect samples of assessment tools used in the school. Discuss the tools in terms of what they do and do not assess and what they revealed about student learning when employed.



- 3) Videotape yourself teaching a lesson to a small group or the entire class. Review and reflect on the video and submit a detailed analysis of your teaching and your areas of improvement.
- 4) Develop a unit of instruction plan, including rationale for implementation, a calendar of activities daily lesson plans, handouts, overheads, assignment sheets, assessment tools, and other materials for each day of the unit, and an assessment plan.

Students continue to gather and create materials for their teaching portfolios in the EGEN 4100 seminar. Teachers in the clinic setting can be helpful in providing instructional materials to add to the portfolio – just ask!

## **THE STUDENT TEACHING EXPERIENCE**

Spring Semester of the Second Year

Student teaching is a continuation of the focus on learning to teach in their certification area, and perhaps, the most challenging experience in the teacher preparation program. The overriding purpose of the student teaching experience is for the teacher candidate to develop and demonstrate competence as a classroom teacher under the guidance and mentoring of a TEAM trained, professional licensed cooperating teacher, a university supervisor who is an experienced, often retired, educator, and a university seminar leader. The student teaching assignment lasts approximately 12 weeks, beginning officially during the third week of UConn's spring semester and ending on the last day of UConn's spring semester classes.

Specifics regarding the number of classes or subjects teacher candidates take over, how soon the teacher candidate takes over responsibility for the teaching of those classes or subjects, and how involved the cooperating teacher is in the planning and direction of the teacher candidates' efforts vary greatly. Overall, the goal is for teacher candidates to experience continuous, sustained, and extensive responsibility for planning and delivering instruction as well as managing all aspects of day-to-day life in the classroom. Rich, varied, extensive experiences that include challenges and support build both resilience and self-efficacy for the teacher candidate who successfully meets the challenges.

IB/M students who return to student teach in a classroom in which they completed their fall clinic placement are expected to take on more extensive responsibilities earlier than students who are student teaching in a new placement.

### **University Course Work During the Student Teaching Semester**

During the *first two weeks* of the student teaching semester, students take courses at the university related to their specialization area. They enroll in the EGEN 4110 seminar for the entire semester. Students are strongly discouraged from taking any other courses during the student teaching semester so that they can devote their energies and attention to the challenges of daily student teaching.

### **Spring Semester of the Second Year**

#### **All students take:**

EGEN 4110: Seminar/Clinic: Analysis of teaching (Full semester course)

#### **Elementary Education**

EDCI 4130: Teaching the Language Arts in the Elementary School (Two week course)

EDCI 4150: Directed Student Teaching

#### **Secondary Education/Music Education/Agricultural Education**

EDCI 4010: Teaching Reading and Writing in the Content Area (Two week course)

EDCI 4250: Directed Student Teaching

#### **Special Education**

EPSY 4110: Advanced Foundations of Disability (Two week course)

EPSY 4115: Directed Student Teaching

## **Student Teaching Seminar**

The EGEN 4110: Analysis of Teaching seminars are scheduled by the seminar leaders and often take place in schools within Professional Development Centers to which students are assigned. Students who are student teaching in the same PDC enroll in the same section of EGEN 4110, which encourages reflection on and analysis of curricular and instructional methods and challenges within a specific school district.

Seminars address issues related to the act of teaching, the teaching profession, and the role of professional educators within the community. Specific agendas vary depending upon the needs and interests of the students, cooperating teachers, and seminar leaders. Cooperating teachers and administrators are invited and encouraged to attend the student teaching seminars to participate in collaborative reflection with teacher candidates.

The EGEN 4110 seminar provides a framework for two very important activities for IB/M students: building the teaching portfolio and preparing a teaching-focused portfolio segment in TaskStream, focused on self-assessment and based on Connecticut's Common Core of Teaching principles.

*Building the teaching portfolio.* All students in the IB/M program are expected to build a professional portfolio, documenting their work and progress in the IB/M program. The expectations about specific items to be included in the portfolio are dictated by the students' advisors. The student teaching experience provides an exceptional platform for gathering and creating many resources – unit plans, instructional differentiations, instructional materials, assessment tools, examples of student work – to add to the portfolio. Teacher candidates should take advantage of all avenues open to them during their student teaching assignment to gather input, ideas, and materials from teachers.

*Preparing the TaskStream Portfolio.* All IB/M students have a TaskStream account as part of the NSoE Technology Initiative. During the student teaching semester, teacher candidates, build an electronic portfolio consisting of a lesson plan including assessment strategies, student profiles, student work samples, examples of feedback to students, videotape of a lesson being taught by the teacher candidate, analysis of student work, and reflective analysis of the entire portfolio segment. Specific requirements for the TaskStream portfolio are discussed in the 4110 seminar.

## **Roles and Responsibilities of the Student Teaching Clinic Team**

The support team for the Student Teaching semester is comprised of the teacher candidate, the cooperating teacher, the university supervisor, the student's faculty advisor, and the EDCI/EPsy 4150/4115 instructor-of-record. Teacher candidates may also consult with CLAS faculty with regard to content clarifications and resources.

Because the student teaching experience is full-time, the expectations of each clinic team member are significantly different from the other clinic experiences.

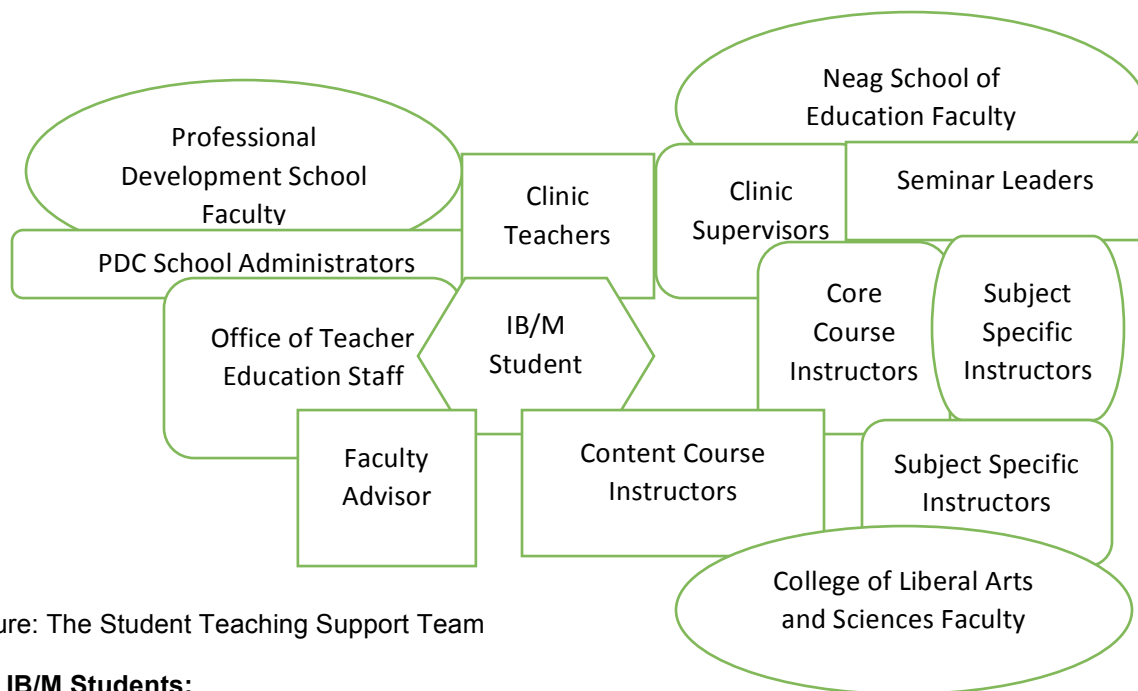


Figure: The Student Teaching Support Team

### For IB/M Students:

Prior to the beginning of the actual student teaching assignment:

- Contact your cooperating teacher as soon as you have been instructed to do so by the clinical placement coordinator. Normally, this contact is made in April or May of the spring semester prior to the student teaching experience scheduled for the following spring.
- Visit the school and cooperating teacher to whom you have been assigned before leaving for summer break. We suggest that you call and set up a specific meeting time before you visit to make sure that your cooperating teacher will be available to spend some time with you. When visiting, be sure to stop by at the school office and introduce yourself as a teacher candidate. At the introduction meeting, you will get books and other curricular materials you can use to prepare over the break.
- Present yourself as a professional. Be enthusiastic, inquisitive, and appropriately dressed.

During the actual student teaching assignment:

- Be enthusiastic and energized in the classroom, showing genuine pleasure in being a teacher.
- Plan teaching assignments in advance with your cooperating teacher, **using formal lesson plans each day.**
- Act in an ethical manner in all situations, especially with respect to student confidentiality and confidentiality with fellow educators.
- Be aware of and utilize Connecticut's Common Core of Teaching.
- Confer regularly with your cooperating teacher about your performance to date and what you need to do to improve.
- Leave a small legacy of your talents and efforts with the class, by developing and sharing a particular interest (e.g., places traveled, a hobby or craft, a video, a sport interest or musical talent, storytelling, something concerning UConn);
- Become a positive influence in the life of your school by communicating and collaborating with your cooperating teacher, other teachers, administrators, staff, students, parents, and other members of the school community.
- Participate not only in your assigned classroom, but in the school community overall.

The student teaching assignment includes some special attendance requirements listed below. In addition to being routinely punctual and present,

- Abide by your cooperating teacher's daily schedule, including arrival and departure times. Plan to arrive at school early and plan to stay late. The instructional day – the times that classes are conducted – and the teacher's day often differ significantly in length. Plan to take work home with you every night and every weekend.
- Observe your assigned school's calendar and vacation times; **teacher candidates do not take UConn's spring break.**
- You must notify your cooperating teacher of any absences as soon as possible, as well as your university supervisor, your seminar leader, and your building principal. Know and follow your school's procedures for calling in sick. Set up a notification with your cooperating teacher at the beginning of the student teaching assignment.
- Keep in mind that your student teaching hours are monitored by UConn and a certain number of hours are required by the state of Connecticut. Extensive absences may require an extension of your student teaching placement.
- Have lesson plans available for the cooperating teacher or substitute to follow whenever you are absent.
- Attend all professional development activities, school-wide events, and parent meetings during and after school hours.

### ***Suggested Schedule for the Student Teaching Experience***

*Please note that this is a "suggested schedule of activities" and in a **co-teaching** environment, the ideal would be a gradual release of planning, teaching, assessing and managing strategies so that during the three weeks of sustained student teaching, the teacher candidate would become the primary instructor, while the cooperating teacher would become an observer and supporter.*

**Teacher candidates** should come to the spring placement already having observed in the classroom and having become familiar with school, students, staff and parents. They should have had opportunities in the fall semester to *assist* students as appropriate, grade papers, attend meetings (PPT's, faculty meetings, etc.); *review* school policies/procedures, classroom curriculum, grading procedures set by cooperating teacher (CT), IEP's of students w/ disabilities, attendance procedures; and *establish* standard meeting time w/ CT. *By the end of the fall semester, it is expected that most teacher candidates will have begun to take over at least one class period.*

***\*Please Note: Teacher candidates who are majoring in music or who, for some other reason must begin in a new placement during the spring semester, will follow a more traditional schedule, including an initial two weeks of observation.***

**Week 1:** Participate in routines, have complete take-over of one class period, meet regularly with CT to review lesson planning, etc. *Begin taking over a second period by the end of week 1.*

**Week 2 and 3:** Discuss and review calendar of state-level tests w/ CT to determine the student teaching experience. Determine an action plan for how testing hours could be best spent. Participate in the evaluation process to the extent CT feels comfortable. *Prepare to take over a third class period during this time.*

**Week 4:** Take over classroom routines such as attendance and grading, continue to participate in routines, have *complete take over of three class periods.*

**Week 5-6:** Continue to experience a gradual release of overall teaching responsibilities from the cooperating teacher. Teacher candidates who are confident and ready to take over the class, should do so. Those who need a bit more time should be encouraged to use the next two weeks to transition.

**Week 7- 11:** At this point the whole day from student arrival to departure should be run by the teacher candidate. The co-teaching roles reverse and the cooperating teacher becomes the observer and supporter, while the teacher candidate becomes the primary instructor, in charge of all planning, teaching, assessing, managing and assuming any duties that the cooperating teacher is assigned.

<b>Week 12: Spring Recess</b>
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**Week 13:** The school day should be fully transitioned back to your CT at this point. Negotiate the transfer with your cooperating teacher – it may be that you still need more teaching time and want to continue to teach some class periods. Your role may look like it did during the first week of student teaching where you served as an assistant and/or observer. This is also a good time to step out of your classroom and spend some time observing in some other classrooms, perhaps at different grade levels.

In addition to meeting the general expectations for all clinic teachers published in the Guide for Clinic Experiences section in the handbook, **cooperating teachers** should:

- Provide a specific workplace in their classroom or in an office for the teacher candidate to work.
- Help their students learn to regard the teacher candidate as a real teacher with genuine authority.
- Orient the teacher candidate to the school and classroom. Provide a copy of the school's staff handbook and any attendance or disciplinary forms the teacher candidate will need to use.
- Introduce the teacher candidate to other members of the school staff and treat the teacher candidate as a colleague.
- Inform the teacher candidate of your philosophy of teaching, your curriculum, your planning strategies and classroom management procedures, as well as the unique needs of students in your classes.
- Model teaching and classroom management strategies for the teacher candidate.
- Review, critique, and approve the teacher candidate's plans, including daily lesson plans and longer-term unit plans.
- Share your methods of assessment and grading.
- Encourage the teacher candidate to experiment, reflect upon his or her teaching, and ask questions.
- Formally observe a lesson at least four times during the semester using the **Professional Practices Observation Tool**.
- Participate in a mid-term and final evaluation conference involving the teacher candidate and the university supervisor.
- Use the Evaluation of Teacher Performance form to evaluate the teacher candidate at mid-term and at the end of the student teaching, communicating clearly and honestly with the teacher candidate and the university supervisor about the progress of the teacher candidate. The need to communicate in an honest, yet supportive, manner is especially important when the teacher candidate is experiencing significant difficulties meeting the demands of the position.

The **university supervisor** is a qualified professional hired by the university to provide ongoing supervision – observation, feedback, evaluation, and coaching – to the teacher candidate. University supervisors have a wide range of teaching and supervisory experiences in public schools that complement what the cooperating teacher offers to the teacher candidate.

In order to facilitate the effective functioning of the clinic team, the **university supervisor** should promote communication, reflection, lesson planning, observations, sustained teaching, three-way meetings, evaluation and grading.

## Communication

- Provide guidance to the cooperating teacher and the teacher candidate regarding expectations for and procedures of the student teaching experience.
- Initiate face-to-face contact with the teacher candidate as often as possible. This may take the form of informally stopping by the classroom to check in, or informally observing for a brief time.
- Send weekly update emails regarding expectations and observation schedules.
- Copy PDC coordinators on any emails that reveal an issue with performance, attitude, attendance, evaluation, etc.
- Attend an orientation meeting in January in order to meet your teacher candidate.
- Attend at least two meetings of university supervisors, during the spring semester, in order to discuss progress, ask questions, communicate concerns, and share ideas.

## Reflection

- Use a supervision model that includes pre-conferencing, observing and post-conferencing for the purposes of encouraging reflection. Whenever possible and appropriate, include the cooperating teacher in post conferencing.
- Implement the **Professional Practices Observation Tool** as a way to observe that professional standards are being met and to encourage the teacher candidate to reflect on those practices.
- Encourage teacher candidates to analyze and judge their own teaching performances in an effort to promote analytical and reflective thinking.

## Lesson Plans

- Support teacher candidates in their attempts to use Connecticut's Common Core of Teaching and the academic standards outlined in the CT Common Core Standards to write meaningful lesson plans.
- Provide regular and prescriptive feedback throughout this process.

## Observations

- Informally observe as frequently as possible.
- Formally observe a lesson at least four times during the semester using the **Professional Practices Observation Tool**. Observations may include small group lessons as well as whole class meetings or instructional times. Formal observations should be spaced throughout the semester and include at least one or two during the teacher candidate's sustained teaching time.
- The Observation Tool may be electronically communicated as a Google Doc back and forth between the supervisor, the student and the cooperating teacher, or it may be done using a hard copy, in which case, the teacher candidate is responsible for typing it so that it can be uploaded into TaskStream.

## Sustained Teaching

- Support the teacher candidate's planning by providing feedback regarding developmental appropriateness, content-rich focus, organization, time management, anticipated obstacles, etc.
- Observe the teacher candidate at least once during sustained teaching time.

## Three-Way Meetings

- Schedule and participate in three three-way meetings with the teacher candidate and the cooperating teacher.
- Hold the first meeting during the first two weeks of February in order to set timelines and expectations, the second in mid-March for the midterm evaluation and the third at the end of April in order to complete the final evaluation.

## Evaluation

Come to the *second 3-way meeting* prepared to discuss the teacher candidate's progress by using the mid-term evaluation instrument. Ask the cooperating teacher to generate specific comments about the teacher candidate's performance as appropriate, and record these on the form.

Create an action plan with the teacher candidate and cooperating teacher addressing any areas in which the teacher candidate needs improvement.

Ask the cooperating teacher to score the Teacher candidate Evaluation Rubric before the *final 3-way meeting*. (The teacher candidate should also score one as an exercise in self-assessment). At the meeting, go through each standard and discuss the score given by the cooperating teacher. In the event that there is a discrepancy, you will need to intervene and make the final decision.

Midterm and Final evaluations need to be uploaded in Qualtrics and sent, electronically.

## Grading

Assess the teacher candidate's mid-term progress and assign final grades, taking into account the perspectives of the cooperating teacher and the teacher candidate.

- **Midterm:** The teacher candidate and cooperating teacher will fill out an evaluation rubric prior to the meeting
  - *Three-Way Meetings:* The teacher candidate, cooperating teacher and university supervisor will meet to discuss and document the teacher candidate's progress.
  - *Grading:* The "target" is for the teacher candidate to be in the #2 range on the rubric – "Making Satisfactory Progress," s/he will need to work with the cooperating teacher and university supervisor to create an action plan in order to address any areas of deficit prior to the end of the semester.
    - ◆ On the midterm, there will also be a column for "Not Applicable," as there may be some things that the teacher candidate will not be able to accomplish prior to the midterm but will be able to accomplish by the end of the semester
    - ◆ **There will not be a letter grade assigned at the midterm.**
- **Final Evaluations:** The teacher candidate and cooperating teacher will complete an evaluation rubric prior to the meeting.
  - *Three-Way Meetings:* The teacher candidate will fill out a rubric as an exercise in self-assessment. The cooperating teacher will be responsible for filling out the rubric and writing the summary at the end of the rubric, and the university supervisor will be responsible for assigning the final grade and uploading the rubric in Qualtrics.

**Grading: Because satisfactory progress is the target for this learning experience, teacher candidates need to aim for the number 2 as they seek to meet each standard.** On the final, if the teacher candidate has mostly #2's and five or more #3's ("Making Outstanding Progress"), s/he will receive a grade of A. If the candidate has **predominantly** #2's, a grade of A- is awarded. If the candidate has mostly #2's and three #1's, s/he will receive a B+. If the candidate has four #1's, s/he will receive a grade of B and if five or more #1's, the teacher candidate will receive a grade of B- or below.



## Connecticut's Common Core of Teaching

### I. Teachers have knowledge of:

#### **Students**

1. Teachers understand how students learn and develop.
2. Teachers understand how students differ in their approaches to learning

#### **Content**

3. Teachers are proficient in reading, writing and mathematics.
4. Teachers understand the central concepts and skills, tools of inquiry and structures of the discipline(s) they teach.

#### **Pedagogy**

5. Teachers know how to design and deliver instruction
6. Teachers recognize the need to vary their instructional methods.

### II. Teachers apply this knowledge by:

#### **Planning**

1. Teachers plan instruction based upon knowledge of subject matter, students, the curriculum and the community.
2. Teachers select and/or create learning tasks that make subject matter meaningful to students.

#### **Instructing**

3. Teachers establish and maintain appropriate standards of behavior and create a positive learning environment that shows a commitment to students and their successes.
4. Teachers create instructional opportunities that support students' academic, social and personal development
5. Teachers use effective verbal, nonverbal and media communications techniques which foster individual and collaborative inquiry.
6. Teachers employ a variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

#### **Assessing and Adjusting**

7. Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

### III. Teachers demonstrate professional responsibility through:

#### **Professional and Ethical Practice**

1. Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers (Section 10-145D-400a of the Connecticut Certification Regulations).
2. Teachers share responsibility for student achievement and well-being.

#### **Reflection and Continuous Learning**

3. Teachers continually engage in self-evaluation of the effects of their choices and actions on students and the school community.
4. Teachers seek out opportunities to grow professionally.

#### **Leadership and Collaboration**

5. Teachers serve as leaders in school community.
6. Teachers demonstrate a commitment to their students and a passion for improving their profession.

For a complete copy of Connecticut's Common Core of Teaching, visit the CSDE website.

## Conferencing

The cooperating teacher and the teacher candidate should meet and confer on a regular basis to discuss the teacher candidate's performance and growth. Both formal and informal conferencing are effective, but we recommend that you set aside a time for a formal conference each week. Most conferences will be between the teacher candidate and the cooperating teacher; some will involve the university supervisor, as well. The teacher candidate should be an active participant in these sessions.

All members of the clinic team should review the Evaluation of Teacher Performance form and use the items on the evaluation as a basis for feedback and conferences. Any questions or uncertainties about evaluation criteria should be discussed and resolved early on in the teaching experience to ensure clear and effective communication during the evaluation conferences.

Teacher candidates benefit most when provided with information concerning their progress on a regular and frequent basis.

## Grades for Teacher Candidate

Teacher candidates should have a formal review of their progress at midterm by the cooperating teacher and the university supervisor, using the Evaluation of Teacher Performance form, copies of which will be sent electronically to all stakeholders. teacher candidate. If the teacher candidate is judged to be performing below a B level, please notify the Director of Teacher Education and the Director of School-University Partnerships, and send a copy of the completed midterm evaluation. The university supervisor should participate in the decision to notify the Directors and coordinate the communication with them.

Teacher candidates who are performing below expectations at the mid-term point will participate in the development of an action plan with the Director of School-University Partnerships, the university supervisor, the cooperating teacher, and another UConn representative, most often, the faculty advisor or the PDC coordinator.

During the last week of student teaching, the university supervisor should lead a formal evaluation meeting involving the clinic teacher and the teacher candidate. Use the Evaluation of Teacher Performance form to guide this evaluation conference and arrive at an agreed upon grade for the teacher candidate. The official student teaching grade submitted to the instructor of record should reflect the combined judgment of the cooperating teacher and the university supervisor. The form should be submitted to the Instructor of Record for EDCI 4150/4250 or EPSY 4115 so that the grade can be recorded with the university registrar. Once grades have been entered, instructors submit the Evaluation of Teacher Performance forms to the Office of Teacher Education where they are reviewed and placed in student files.

## Grading Guidelines

- “A”** means that the student has performed in a consistently superior manner during the student teaching experience. To an employer, this grade indicates that the student should be an outstanding beginning teacher.
- “B”** means that the student has performed in a highly satisfactory manner during the student teaching experience. To an employer, this grade indicates that this student should be a good, highly capable teacher with promise for further professional growth.
- “C”** means that the student has performed in an average manner during the student teaching experience. To an employer, this grade means that the student needs some on-the-job supervision before being able to teach independently in a fully satisfactory manner.
- “D”** or **“F”** grade is seldom used in conjunction with student teaching. Such grades preclude being offered a teaching position; furthermore, students doing this poorly should be detected as soon as possible during the student teaching period.

As we noted above, students performing below a “B” level at the midterm must be reported to the Executive Director of Teacher Education Programs and the Director of School-University Partnership and must participate in the development of an action plan that includes performance objectives to address specific weaknesses. If a student performing below expectations at midterm is unable to improve her or his performance and earns a grade of C or lower, the student should give very serious consideration to withdrawing from student teaching. The procedures for doing so are spelled out below.

Students who earn a D or F in student teaching should be counseled out of a teaching career.

### **Withdrawing from Student Teaching**

Students who are having serious difficulty as a teacher candidate may choose to withdraw from the experience. University supervisors may also recommend such withdrawal to students. A student withdrawing from student teaching may receive credits for Directed Observation and Participation.

Often, a student may have enough total credits (120) and credits in professional education (12) to graduate with a Bachelor’s degree from the Neag School of Education. Of course, the student would still need a minimum cumulative quality point ration of 2.2. Although the student earning a Bachelor’s degree would be a graduate of the Neag School of Education, he or she would not be eligible for a Connecticut teaching certificate. A form acknowledging his or her recognition that the experience cannot at a later date be used for certification must be signed by the student and filed in the Dean’s Office. (See Appendix F “Petition to Discontinue Student Teaching.”)

### **Procedures for Withdrawing from Student Teaching**

- 1) Students who wish to withdraw from student teaching should meet with their university supervisor. The university supervisor will discuss the problem with the cooperating teacher, the student’s advisor, the Director of School-University Partnerships and the Executive Director of Teacher Education Programs.
- 2) The Petition to Discontinue should be forwarded to the Executive Director of Teacher Education for review.
- 3) A final decision is approved by the Associate Dean. The student is informed of any action by the university supervisor.
- 4) Arrangements for adding and dropping courses will be completed by the Director of Advising, Ann Traynor.

Credit can be assigned commensurate with the time spent in the student teaching experience. When this action is taken, the student becomes ineligible for certification but retains the possibility of satisfying graduation requirements.

## **IB/M Program THE MASTER'S YEAR**

The Master's year, sometimes called "the fifth year," is a time for teacher candidates to broaden their knowledge of both content and pedagogy, gained expanded professional experience in schools, and conduct teacher research that can influence, not only their own practices, but the practice of others.

Successful IB/M graduate students assume a greater level of responsibility and autonomy. Students entering the final year of the IB/M program should be prepared to demonstrate greater responsibility and take more initiative than they might have done heretofore.

The themes of the final year of the IB/M program are leadership and inquiry. University course work, clinic experiences, and seminars create the expectation that genuinely professional teachers are responsible for more than just competent classroom teaching. Professional educators take on leadership roles in their schools, districts, and communities. They engage in an on-going process of professional inquiry of both a formal and informal nature. By the time IB/M students complete the final year of the program, they should be ready to serve as innovators and change agents in the education profession.

### **University Course Work**

The core courses that students are required to take during the Master's year of the IB/M program are:

<b>Master's Year</b>
<p><b>Internship Practicum:</b> EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring) <b>Internship Seminar:</b> EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)</p> <p><b>Research:</b> EPSY 5195 – Methods of Inquiry (1 credit fall; 1 credit spring)</p> <p><b>Language &amp; Cultural Diversity in Education requirement:</b> (Choose one) EDCI 5700 – Foundations of Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5875 – Multicultural Education, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology &amp; Education</p> <p><b>Leadership:</b> EDLR 5015 – Teacher Leadership and Organization (Special Education Students are not required to take this course)</p> <p><b>In addition, Special Education students must take</b> EPSY 5116 – Assessment in Special Education, and a literacy course: EPSY 5113 (Early Literacy, fall), EPSY 5114 (Adolescent Literacy, fall), or EPSY 5115 (Writing, spring)</p> <p><b>In addition, Music students must take</b> Advanced Methods: EDCI 5041 – Theoretical Foundations of Music Education</p>

Students must complete 30 graduate credits to earn a Master's degree and complete the program. In addition to the core courses listed above, students must take graduate level electives, spread out across the two semesters, to complete 30 credits. Students should work with their faculty advisor to determine suitable electives.

### **Expectations for Students in the Master's Year**

- All Master's students complete a two-semester 18-hour-per week internship in a school setting. Students review descriptions of available internships during their student teaching semester, submit three choices, and are, under most circumstances, assigned to one of their three choices.

- Students complete a professional inquiry project to meet the requirements of the Master's year. Successful completion of the inquiry project requires a project prospectus and a final paper and presentation that includes literature review, data collection, analysis, interpretation, and recommendations for practice.
- Each student must present a professional portfolio to the faculty advisor to meet the requirements for the Master's degree. Portfolios must meet the requirements set up by each student's faculty advisor.
- The combination of the published inquiry project and the professional portfolio serve as the general examination required by the Graduate School for completion of a graduate degree. Faculty advisors may sign off on the Graduate School Report on the General Examination following a review of the portfolio and the inquiry project.
- Master's students must file a graduate plan of study with the Office of Teacher Education and their faculty advisor by November 15 of their Master's year.
- Master's students must apply online for graduation during the first four weeks of the spring semester.
- Master's students are expected to meet all requirements for Connecticut Certification by the end of their Master's year, regardless of the state in which the candidate will seek certification. Upon meeting all requirements for certification (see section on Certification requirements in this handbook), the Office of Teacher Education will complete and mail each candidate the form required for State of Connecticut certification.

## **The Internship**

The clinic experience in the Master's year is known as the internship. Unlike all previous clinic placements in this program, the internship lasts a full academic year. Student work 18 hours per week in their internships, following the university's calendar for beginning and ending dates, as well as vacations. One goal of the internship is to give the IB/M student the opportunity to function as a teacher leader in an educational setting. A second goal of the internship, to give the IB/M student an opportunity to conduct a significant piece of professional inquiry, is addressed in the form of an inquiry project that grows out of the internship in a meaningful way.

In most cases, internships have been designed and proposed by school district personnel to meet the needs and interests of the school and district in which the internship takes place. Typically, internships place IB/M students in leadership roles, working collaboratively with teachers and administrators. Often, interns are responsible for designing and implementing curricula and special programs. Interns frequently have major responsibility for scheduling and communicating with teams of people who need to be coordinated. Finally, most internships involve work with children of adolescents in some capacity, often outside the context of a self-contained classroom.

Here is a list of recently instituted internship projects:

- Facilitating Literacy Curriculum Change in a Unified Literacy Program
- All Students as Readers and Writers/Early Readers as Writers/Literacy Assistant for Early Readers
- Teaching American History in the Capitol Region
- Project M3: Mentoring Mathematical Mind
- Differentiating Reading Instruction – Elementary Schools
- Intervening for At-risk Students
- Improving Science Literacy Through an Innovative K-12 Curriculum Examining the use of technology and its impact on student learning across curriculum areas
- Early Reading Intervention
- Inquire and Lead New Hands-on Science Excitement
- Enrichment Opportunities in Mathematics

- Exploring Interests and Talents through Schoolwide Enrichment
- Accelerating the Achievement of Proficient Readers Inquiry and Communication – Using Multiple Intelligences and Environmental Experiences
- Exploring the Use of Technology and Primary Sources to Teach History
- Project VITAL: Vocabulary Intervention Targeting At-risk Learners
- Behavior Support/Intervention Program
- Character education in an urban setting
- Updating an Inquiry-based science teacher program for the betterment of students' academic achievement
- Integration of Technology in the World Language Classroom
- Action Research for Teacher Leadership – Developing Co-Teaching Skills

## **The Inquiry Project**

The IB/M students are required to complete a professional inquiry project as a part of their master's program. University faculty teaching the various "5094/5095 seminars" guide the students in the conceptualization, development, implementation, and writing of these projects. Through the process of completing the master's year inquiry project, students learn how, when and why to use the basic tools of professional inquiry.

- At the end of the fall semester, students submit to their 5094/5095 seminar leaders a proposal for their inquiry project.
- At the end of the spring semester, students submit to their 5094/5095 seminar leader the final report of their project.
- Successful completion of the proposal and the final report of the inquiry project is required for a passing grade in the 5094/5095 seminar each semester.
- Students can not complete the IB/M program without successful completion of the inquiry project.

Just as the internships that give rise to inquiry projects are varied, so are the projects that grow out of them. However, one feature common to all projects is that they address issues and questions of genuine interest and concern to the faculty and administration of the school and district in which the intern is working. Inquiry projects should generate information that will be useful to the teachers and administrators connected to the internship.

The final reports should be shared with the school personnel who have a vested interest in the outcome of the study. Thus, interns should work closely with the clinic leaders who are supervising their internships in the articulation of a focus for the study and actual research questions. The best inquiry projects actually drive the next layer of decisions about how to proceed with the initiative that was the focus of the internship and inquiry project.

## **Roles and Responsibilities of the Clinic Team**

The clinic team in the Master's year includes the IB/M student, a professionally state certified school-based internship supervisor who has at least three years of successful teaching experience and is often serving in an administrative role, the 5094/5095 seminar leader, and the Neag School of education faculty mentor, if there is one assigned to the project. While the general expectations for all clinic experiences detailed in this handbook go a long way in defining the roles and responsibilities of all three members of the clinic team, there are a few unique expectations of each clinic team member that apply to the internship placement.

Typically, internship placements are posted in early May. Once the internship placements are posted, **IB/M students** are required to contact the school district person whose name appears on the proposal as the internship supervisor and to attend an internship orientation session in the PDC, scheduled for early May. Individual meetings with internship supervisors and PDC orientations will help each IB/M student become familiar with the details of the internship and with the sort of preparation that can be done over the summer to ensure a smooth beginning in the fall.

**Internship supervisors/clinic teachers** for the internship placement share all of the responsibilities of clinic leadership that characterize the role in other phases of the IB/M program. However, given the intensive nature of the internship experience and the specific requirements that students must meet within the context of their internships, internship supervisors must:

- recognize the important role of professional inquiry in the internship experience and support the intern in his or her efforts to conceptualize and carry out an inquiry project that will be significant to the school and district;
- provide the intern with some space (perhaps a desk) as a base of operations;
- assure that the school's faculty and/or staff, especially those individuals who are likely to have contact with the intern given the nature of the internship duties and/or inquiry project, know the intern and the nature of his or her work.

Given the unique nature of the internship seminar, however, there are also some expectations of the 5094/5095 **seminar leaders** that are specific to the internship seminar experience.

- Make certain that IB/M students in their seminar are getting the feedback and assistance they need to produce an acceptable inquiry project. This task may include facilitating and coordinating the work of faculty mentors and interns.
- Structure the seminar to promote the continued development of reflection and analysis of teaching practice and schools as organizations, including readings, reflective assignments, and dialogue.
- Visit and communicate with their interns' supervisors, as well as the persons who proposed the internships, to discuss not only the progress of the interns, but also the effectiveness of the internships.
- Develop plans for the proposal, implementation, and assignment of the internship for the next year.
- Work with school district personnel to smooth over any concerns or implement any procedures regarding needed permissions for the inquiry projects.
- Guide IB/M students as they begin to make the transition from pre-service teacher in a teacher education program to professional educator engaged in the job search (e.g., providing guidelines related to the development of resumes and showcase portfolios, as well as preparation experiences for the interview).

## **The Portfolio**

Master's students must complete a portfolio documenting their work and progress in the IB/M program. The expectations about specific items to be included in the portfolio are dictated by the students' faculty advisors. Portfolio expectations should be discussed with advisees early in their program and should be a regular topic of discussion in advisor/advisee sessions.

Students should contact their advisors for information about what to include in and how to construct the portfolios. Near the end of the spring semester, students must make individual appointments to meet with their advisors to share their portfolios. Sharing a satisfactory portfolio with one's advisor must occur before the advisor can sign the student's paperwork indicating successful completion of the comprehensive exam. Students who do not meet the portfolio requirement will not graduate from the master's year of the IB/M program and will not be eligible for certification.

## **Meeting Requirements for Certification**

To be recommended by the university for initial certification in the state of Connecticut, IB/M students must meet each of the following requirements:

- Successful completion of all requirements of the IB/M program at both the undergraduate and the graduate levels, including completion of all coursework included in the program to meet state requirements, the inquiry project, and the portfolio;
- Successful completion of student teaching;
- Earn passing scores on the Praxis I test (PPST), Praxis Core test or submit a Praxis waiver obtained from the Connecticut State Department of Education;
- Earn passing scores on all Praxis II tests required by the state of Connecticut for your area of certification; for World Language majors, pass both the Oral Proficiency and Written Proficiency tests administered by ACTFL; completion of the Connecticut Foundations of Reading test (Elementary education and Special education majors).

Candidates who intend to seek certification in states other than Connecticut must also complete the listed requirements in order to complete the teacher preparation program in the Neag School of Education. Regardless of the state in which you seek certification, all states will require that a representative of the Neag School of Education, either the Certification Officer or the Associate Dean, attest to the fact that you have successfully completed an accredited program.

These requirements must be met before candidates receive the certification paperwork necessary to process their initial teaching certificates. We urge IB/M students to complete all requirements in a timely manner and by the end of their last semester in the program to avoid delays in processing their certification.

### **Praxis II Requirement for Certification**

The Praxis II Exam is required by the state of Connecticut as a pre-condition for certification. All students in the IB/M Teacher Preparation Programs must complete and Pass the Praxis II Exam in your certification area. The Neag School of Education cannot recommend teacher candidates for certification until you have completed the Praxis II requirement, as well as all other program completion requirements. All students in the IB/M program take the Praxis II regardless of their future career plans to become certified or to teach in other states.

For complete information on the Praxis II Exam, visit the Praxis website.

In the IB/M program, students must complete and pass the exams, which are required by the Connecticut State Department of Education (CSDE). For an up-to-date listing of Connecticut's required tests for each certification area as well as the passing score for each test, visit the Praxis II website.

### **When should I take the Praxis II?**

We require you to complete and pass the Praxis II so that we can recommend you for certification. We strongly recommend that you take the Praxis II exam before you begin your fifth year in the teacher preparation program.

Overall, the earlier you take the Praxis II, the earlier you are able to check off the requirement, insuring fewer complications with your certification papers. You may take your Praxis II exams as early as your junior year, although most students take the exam during their senior year or during the summer following their student teaching assignment.



Because the secondary education Praxis II exams test your content knowledge, we recommend that secondary education majors complete Praxis II when you have completed your subject area major courses and your content knowledge is at its strongest. For most people in secondary education, this means taking the Praxis II during at the end of your 6<sup>th</sup> or 7<sup>th</sup> semester.

Elementary Education and Special Education students have suggested that taking the pedagogy section of the Praxis II is easier once you have completed your methods courses and your student teaching.

Include UConn and Connecticut State Department of Education as score recipients of your Praxis II test scores.

### **Praxis II Exam Schedules**

Praxis II exams are held according to the ETS schedule, generally offered once per month. Praxis II scores arrive at the University 4-8 weeks after your test date. Therefore, you must plan ahead to make sure your test scores arrive in plenty of time to support your certification process. While most UConn students pass the Praxis II on the first try, some do not. We recommend that you take the test early enough so that, if you do not pass, you will have a chance to take the exam again before your certification papers are to be sent.

If you have any questions about the Praxis II requirement, please contact your major advisor or the Teacher Education Office.

Praxis Registration Bulletins which contain information necessary for registration, including test sites and dates, are available; you may call ETS at (609) 771-7395 or you may register **online**.

Test at a Glance Booklets include test descriptions, sample questions, and test taking strategies.

**For World Language Students:** The CSDE has approved the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) for any world language endorsement. Call ACTFL at 1-800-486-8444 or register on line at <http://www.languagetesting.com>. Include UConn as a score recipient of ACTFL test scores. World Languages majors should arrange to take the ACTFL tests immediately after their study abroad semester. We must attest to your successful completion of these requirements before recommending you as a teacher anywhere.

**For Agriculture Education Students:** There is currently no Praxis II testing requirement for Agriculture Education certification.

**For Elementary Education Students:** Testing requirements include the Connecticut Foundations of Reading test and two Praxis II tests (currently 5031 (includes four subtests: 5032, 5033, 5034, 5035) and 5622; see Praxis website).

**For Special Education Students:** Testing requirements include the Connecticut Foundations of Reading test and Praxis II (currently 5543; see Praxis website).