



# UConn | NEAG SCHOOL OF EDUCATION

---

2021-2022  
Clinic Experiences Handbook

## Integrated Bachelor's/Master's (IB/M) Clinic Experiences Manual

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.

- For the sixth consecutive year, *U.S. News and World Report* has ranked UConn's Neag School of Education among the top 20 public graduate schools of education in the nation. The 2022 ranking for best education in the U.S. News & World Report 2022. The Neag School of Education ranks # 16 among public graduate schools of education and No. 27 for all graduate schools of education nationwide. In addition, one of the Neag School's speciality programs stand among the top 20 in the United States: Special Education, tied at No. 13.
- 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 50 elementary, middle, and high schools in 13 partner districts to provide students with instructive clinic placements that help students connect theory and practice through reflective inquiry.

The purpose of this handbook is to provide an overview of the clinical experiences that are a central part of the IB/M program.

The 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 Clinic Experiences Handbook please feel free to contact the Office of Teacher Education at 860-486-3065.

Sincerely,

Michele Femc-Bagwell, Ph.D.  
Director of Teacher Education

Violet Jiménez Sims, Ed.D.  
Associate Director of Teacher Education (School-University Partnerships)

<b>Integrated Bachelor/Master (IB/M) Clinic Experiences Handbook</b>	
<b>TABLE OF CONTENTS</b>	
<b>Teacher Education at the University of Connecticut: Creating a Community of Learners</b>	4
<b>PROFESSIONAL DEVELOPMENT CENTERS</b>	5
<b>GUIDELINES FOR CLINIC EXPERIENCES</b>	7
Common Expectations for All Clinic Experiences IB/M Program Clinic Hours Suggestions for IB/M Clinic Experiences	
<b>IB/M TEACHER PREPARATION PROGRAM: YEAR BY YEAR</b>	12
<b>FIRST YEAR</b>	12
First Year Clinic Placements Roles and Responsibilities of the First Year Clinic Team First Year Seminar The Teaching-Learning-Support Team	
<b>SECOND YEAR – FALL SEMESTER</b>	15
Second Year Coursework Expectations for Second Year Students Second Year Clinic Placements Roles and Responsibilities of the Second Year Clinic Team Second Year Fall Semester	
<b>THE STUDENT TEACHING EXPERIENCE</b>	18
University Course Work During the Student Teaching Semester Student Teaching Seminar Roles and Responsibilities of the Student Teaching Clinic Team Suggested Schedule of Activities for Student Teaching Experience Connecticut’s Common Core of Teaching Grading Guidelines Withdrawing from Student Teaching Procedures for Withdrawing from Student Teaching	
<b>THE MASTER’S YEAR</b>	27
University Course Work Expectations for Students in the Master’s Year The Internship The Inquiry Project Roles and Responsibilities of the Clinic Team The Portfolio	
<b>Global Education</b>	30
<b>Sample Plan of Study</b>	31
<b>Long Term Substitute Teaching Guidelines</b>	32

## 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 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, vision, and core beliefs as our guide.

#### **Our Vision**

Our teachers transform their classrooms and their schools to promote a more just and equitable society. They disrupt historic patterns of inequity and help schools become inclusive, engaging, and inspiring spaces where all learners flourish.

#### **Our Mission**

We prepare teachers to engage all students in deeper learning. Our teachers learn to enact multimodal, research-based instructional practices to promote equity and excellence in their classrooms. Graduates develop trusting relationships with students, families, colleagues, and local partners to co-construct collaborative classrooms and school communities.

#### **Our Core Beliefs**

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 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

## PROFESSIONAL DEVELOPMENT CENTERS

The Neag School of Education at UConn has entered into partnerships with 13 school districts and over 50 elementary, middle, and high schools. Through these relationships, known as Professional Development Centers or PDCs, the faculty and administration in the Neag School of Education, and in the schools, work together to create new visions of 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 PDCs.

First, virtually all of the clinic placements for IB/M students are in one of the professional development schools. Thus, **any given school in the network will host, at a single point in time, a wide range of IB/M students across all three years of the program.** 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 administrators 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. 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 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:

Coventry Public Schools

CREC

East Hartford Public Schools

Farmington Public Schools

Glastonbury Public Schools

Hartford Public Schools

Manchester Public Schools

Mansfield Public Schools

New Britain Public Schools

Regional School District #19

Vernon Public Schools

Willington Public Schools

Windham Public Schools

Dr. Rebecca Eckert and Dr. Susan Payne serve as the primary PDC Coordinators for the program and work with district liaisons to support students in their clinic placements.

If you have an issue of concern with your placement please adhere to the following protocol, moving through the steps as needed:

1. Seek guidance from your seminar leader in relation to how to approach the conversation and communicate the issue of concern directly with your host teacher
2. Inform the PDC liaison of the issue of concern. PDC liaisons serve as a link to Neag students' clinical placements and Neag PDC faculty coordinators and teacher education faculty and support problem-solving and relationship building
3. The PDC liaison will share the issue of concern with the Neag PDC coordinator.
4. The Neag PDC coordinator informs the student's advisor of the issue of concern.
5. The Neag PDC coordinator will determine when the situation warrants the engagement of the Associate Director of Teacher Education in an effort to support a student's successful experience.

## 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. 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 knowledge, skills and supervised practice 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 IB/M program is highly dependent upon the success of the clinic experiences in which students participate each semester. Successful clinic experiences are 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.

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. The CSDE Professional Code of Conduct can be found on [Neag School of Education website](#).

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 including emergency or temporary decisions and guidelines as related to current local, state and/or national occurrences (Examples: safety concerns and/or pandemic protocols)
- 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;
- fully engage with the school community, including attending school functions whenever appropriate and possible (i.e., faculty meetings, parent conferences, PPT meetings, in-service staff development programs,

curriculum workshops, athletic events, school plays, home visits, family and community events and programs.

- 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.
- refrain from scheduling personal plans during the timeframe of clinic experiences and responsibilities

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 resource 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., PDC district liaisons, 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 HuskyCT under your designated cohort year. 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.

### IB/M Program Clinic Hours

Program Schedule	Required Clinic Hours	Description
Semester 1 – Jr Fall	44 hours/semester (4-6 hours/week) Approximately 11 weeks	Elementary education teacher candidates are placed with a certified K-6 teacher with at least 3 years of experience.



Semester 2 – Jr Spring	54 hours/semester (4-6 hours/week) Approximately 9 weeks	<p>Secondary education teacher candidates are placed with a certified middle or high school, content-specific teacher with at least 3 years of experience.</p> <p>Music teacher candidates are placed with a certified PK-12 certified music teacher with at least 3 years of experience. Junior placements are aligned with music education methods courses; fall juniors are placed in high schools and spring juniors are placed in elementary schools.</p> <p>Special Education teacher candidates are placed with a certified K-12 special education teacher with at least 3 years of experience.</p>
Semester 3 – Sr Fall	<p>Elementary education teacher candidates: 102 hours/semester (they do five 3/4-day rotations with an option for 2 additional days)</p> <p>Secondary, music, special education teacher candidates: 66 hours/semester (6 hours/week) Approximately 11 weeks</p>	<p>Elementary teacher candidates are placed with a certified 1-6 teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience.</p> <p>Secondary teacher candidates are placed with a certified middle or high school, content-specific teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience.</p> <p>Music teacher candidates are placed with a certified PK-12 music teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience.</p> <p>Special Education teacher candidates are placed with a certified K-12 special education teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience.</p>
Semester 4 - Sr Spring	Full time – at least 11 weeks or 440 hours	Each teacher education candidate is placed with a certified elementary, middle or high school teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience.
Semesters 5 & 6 – Master’s year	504 hours/year (18 hours/week) Approximately 3 days/week	Each teacher education candidate has a year-long internship, the focus of which is development of leadership skills.
Total # of hours for IB/M elementary education majors	1,144 hours over the course of the three-year program.	Over the course of the three-year program, all IB/M candidates are deliberately placed in a variety of educational and demographic settings for their required fieldwork experiences.
Total # of hours for IB/M secondary education majors	1,108 hours over the course of the three-year program.	

## 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!

---

### **In the Classroom Activities**

---

- |   |  |
|---|--|
| <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 (Exceptional Learning Needs)</li></ul> |
|---|--|

---

### **More In the Classroom Activities**

---

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● give one-on-one academic assistance</li><li>● teach a whole group lesson</li><li>● assist a new student in class</li><li>● shadow a student for a day</li><li>● help students select books and/or research materials</li><li>● help integrate technology into the classroom, including assistive technology for a student with exceptional learning needs (ELN)</li><li>● help prepare a lesson, lab, game, activity, etc.</li></ul> | <ul style="list-style-type: none"><li>● discuss setting up a grade book, lesson plan book, files, etc.</li><li>● assist in implementing culturally and historically competent practices</li><li>● get to know your students and their backgrounds in an effort to support their inclusion in classroom libraries</li><li>● give directions to the class for an assignment, activity, or assessment</li></ul> |
|--|--|
-

Routines, Procedures, and Transitions	Housekeeping
<ul style="list-style-type: none"> <li>● help with fire drill and other emergency procedures</li> <li>● take attendance</li> <li>● collect papers and materials</li> <li>● pass out papers and materials</li> <li>● check agendas/assignment books</li> <li>● move students to other areas</li> </ul>	<ul style="list-style-type: none"> <li>● design and put up bulletin boards</li> <li>● update records</li> <li>● manage book ordering clubs, etc.</li> <li>● compose a newsletter</li> <li>● compose another parent communication piece</li> <li>● write a field trip permission slip</li> <li>● plan a field trip</li> <li>● help correct assignments</li> </ul>
Around the School Activities	
<ul style="list-style-type: none"> <li>● help with duties (bus, recess, lunch, hall monitoring, study hall, etc.)</li> <li>● attend special classes with assigned clinic class</li> <li>● learn about all aspects of bilingual or ESL program</li> <li>● learn about all aspects of an enrichment or gifted and talented program</li> <li>● observe a team-taught class</li> <li>● chaperone a field trip</li> <li>● read the Strategic School Profile</li> </ul>	<ul style="list-style-type: none"> <li>● review the school handbook</li> <li>● review the parent handbook</li> <li>● review the teacher handbook</li> <li>● review school achievement records</li> <li>● become familiar with safety issues/emergency procedures</li> <li>● become familiar with the overall school facilities</li> <li>● become familiar with the rules and regulations of the school</li> <li>● observe and help out in the school library or nurse's office</li> </ul>
Working with Others	
<ul style="list-style-type: none"> <li>● discuss current issues in the school and education in general with school personnel</li> <li>● visit and/or work with other classrooms</li> <li>● shadow a school nurse, school psychologist, speech and language clinician, library media specialist, paraprofessional, or another school professional for a day</li> <li>● suggest ideas for activities that relate to your (the clinic student) specific skills</li> <li>● become familiar with parent organizations, activities, and programs</li> <li>● become familiar with community resources and organizations</li> </ul>	<p><i>Meet and discuss roles with personnel that can give insight into overall school processes:</i></p> <ul style="list-style-type: none"> <li>● grade-level and subject-specific teachers (same subject as clinic student)</li> <li>● specialized teachers (special education, art, music, technology, etc.)</li> <li>● school psychologist (discuss the assessment procedures used for students with ELN)</li> <li>● support staff (secretary, counselors, nurse, psychologist, librarian/media specialist, janitor, social worker, physical therapist, etc.)</li> <li>● administrators (principal, VP, superintendent, curriculum specialists, etc.)</li> </ul>
Professional Responsibilities	
<ul style="list-style-type: none"> <li>● attend and participate in a teacher work day</li> <li>● attend an educational conference and/or professional development workshop</li> <li>● review the school's policy on special education, etc.</li> <li>● review and IEP and/or attend a Planning and Placement Team (PPT) meeting (need permission for both)</li> </ul>	<p>Assist with and/or attend:</p> <ul style="list-style-type: none"> <li>● Open House</li> <li>● Parent-Teacher Organization/Association meeting and/or event</li> <li>● Planning Placement Team (PPT) meeting</li> <li>● faculty, grade-level, team/department and/or team leader meetings</li> <li>● parent-teacher conference</li> <li>● book fairs</li> <li>● science fairs</li> <li>● festivals</li> <li>● school presentations (plays, recitals, etc.)</li> <li>● sporting events</li> <li>● Board of Education Meeting</li> </ul>

## **IB/M TEACHER PREPARATION PROGRAM: YEAR BY YEAR**

### **First Year Clinic Placements**

First year students are placed with clinic teachers in one of our more than 50 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 4 to 6 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. Clinic placements generally begin during the second 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 multicultural education, student learning, student motivation, and differentiation of instruction.
  - Spring semester themes include exceptionalities, teaching students with special needs, school context, 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 some of the core courses are very large during the first semester and students may have limited 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 clinic Seminars, EGEN 3100 in the fall semester and the methods/clinic course 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**

Throughout the IB/M program of studies 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 and organizations who have interest in their preparation as teachers including: PDC school faculty, administrators, liaisons, clinic teachers, clinic supervisors, Office of Teacher Education staff, Office of Advising staff, Neag School of Education faculty (faculty advisors, seminar leaders, core course instructors, subject specific instructors) and College of Liberal Arts and Sciences (CLAS) content course instructors. Each of the people or groups 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. 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 Director of Teacher Education, Program Specialist, the Associate Director of School-University Partnerships, the Director of Advising & Certification, PDC Coordinators and advisors, are always available to help IB/M students, to answer questions, to resolve dilemmas, and to give advice.

The Office of Teacher Education and the Dean's Office Contact Information:

**Director of Teacher Education**

Michele Femc-Bagwell, Ph.D. - [michele.femc-bagwell@uconn.edu](mailto:michele.femc-bagwell@uconn.edu)

**Program Assistant**

Anna O. Roberts- [anna.o.roberts@uconn.edu](mailto:anna.o.roberts@uconn.edu)

**Associate Director of Teacher Education (School- University Partnerships)**

Violet Jiménez Sims, Ed.D.- [violet.sims@uconn.edu](mailto:violet.sims@uconn.edu)

**Director of Advising and Certification**

Ann Traynor, Ed.D. - [ann.traynor@uconn.edu](mailto:ann.traynor@uconn.edu)

**PDC Coordinators:**

Rebecca Eckert, Ph.D. - [rebecca.eckert@uconn.edu](mailto:rebecca.eckert@uconn.edu)

Susan Payne., Ph.D. - [susan.payne@uconn.edu](mailto:susan.payne@uconn.edu)

**Advisors:**

Dominique Battle-Lawson- Assistant Director of Student Support (Advisor for Elementary Education, Science, Social Studies, World Language)  
[dominique.battle-lawson@uconn.edu](mailto:dominique.battle-lawson@uconn.edu)

Carton Jones- Academic Advisor (Advisor for English, Math, Music and Special Education)  
[carlton.jones@uconn.edu](mailto:carlton.jones@uconn.edu)

## 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.

### 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.
- Students must apply for graduation using PeopleSoft. 120 earned credits are needed to graduate.
- All students complete an online plan of study (**must apply for graduation first**) by mid-November.
- 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 2.7, 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](#). 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.

### 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. Elementary students will rotate between clinic and methods courses during the fall semester.

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 (or EGEN 4200 for elementary education students). 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 4100/4200 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 second 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. The teacher candidates will be supported through rich and varied experiences that are also challenging; this encourages the teacher candidates to build both resilience and self-efficacy.

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 week* of the student teaching semester, students take EPSY 4010 (special education students do not take this course). All students 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

<b>All students take:</b> EGEN 4110: Seminar/Clinic: Analysis of teaching (Full semester course) EPSY 4010: Assessment of Learning (special education students do not take this course)
<b>Elementary Education</b> EDCI 4150: Directed Student Teaching
<b>Secondary Education/Music Education/Agricultural Education</b> EDCI 4250: Directed Student Teaching
<b>Special Education</b> 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 Neag 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.

#### **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 informal lesson plans each day**. Check in with your cooperating teacher regarding their preference for the lesson plan format they would like you to use.
- Act in an ethical manner in all situations, especially with respect to student confidentiality and confidentiality with fellow educators.
- Place the **Professional Core Practices Observation Tool** in a Google Doc so that you, your university supervisor and your cooperating teacher are all able to access it in order to keep it current (once your student teaching experience is over, it is your responsibility to upload this document into TaskStream so that your **academic advisor** can check that it is complete).

- During the eight observations you will have (4 by your cooperating teacher and 4 by your university supervisor) you will be expected to provide **formal, typed lesson plans** to the observer at least 24 hours in advance of your teaching the lesson.
- 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 takeover 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.

**Week 12: Spring Recess**

**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 Core Practices Observation Tool**.
- Participate in a mid-term and final evaluation conference involving the teacher candidate and the university supervisor.
- Use the Student Teaching Evaluation form to evaluate the teacher candidate at midterm 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 Core 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

### **edTPA**

- Support students in the successful understanding of edTPA tasks as evidenced in classroom practices (Example: lesson planning, reflections, and assessments).

### **Observations**

- Informally observe as frequently as possible.
- Formally observe a lesson at least four times during the semester using the *Professional Core 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 Student 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.

### **Conferencing**

- The cooperating teacher and the teacher candidate should meet and confer on a regular basis to discuss the 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 Professional Core Practices Observation Tool and use the items on the Student Teaching Evaluation as a basis for feedback and conferences. Any questions or uncertainties about observation or evaluation criteria should be discussed and resolved early on in the student 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.

### **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.

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 into Qualtrics and sent, electronically.

### **Grading**

Assess the teacher candidate's midterm progress and assign final rubric scores (a letter grade is not assigned at the midterm), while considering the perspectives of the cooperating teacher and the teacher candidate.

Teacher candidates will have a formal review of their progress at the midterm and final using a **hard copy** of the IB/M Student Teaching Evaluation Form, even though the university supervisor will be responsible for uploading an electronic Qualtrics survey version of the evaluation. **It is the responsibility of the teacher candidate and cooperating teacher to complete hard copies, prior to meeting with the university supervisor for the formal evaluation.** The scores on the evaluation form should represent a consensus between the cooperating teacher and the teacher candidate.

A three-point scale will be used to evaluate the teacher candidate:

**Score 1: Emerging (Awareness, articulation, identification)**

**Score 2: Target (Puts into practice, implements)**

**Score 3: Exemplary (Builds on reflection, makes changes to improve practice, expands, connects)**

**Midterm:** *A letter grade is not issued on the midterm evaluation, and there will be a column added to indicate that the practice being evaluated may not yet have been observed. However, if a teacher candidate has more than five #1's ("Emerging"), the University Supervisor and/or Cooperating Teacher need to contact Dr. Violet Jiménez Sims, Associate Director of Teacher Education (School-University Partnerships) ([violet.sims@uconn.edu](mailto:violet.sims@uconn.edu)) in order to work with the teacher candidate to create an Action Plan.*

During the last week of student teaching, the university supervisor should lead a formal evaluation meeting involving the clinic teacher and the teacher candidate. The Student Teaching Evaluation form should be used to guide this evaluation conference and arrive at an agreed upon grade for the teacher candidate. The university supervisor will also note the strengths and weaknesses they have observed, make additional comments on the form, and negotiate any disagreements in scores between the cooperating teacher and 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 university supervisor electronically submits the form to the Assessment Office, so that the grade can be recorded with the university registrar. Once the form has been submitted, all stakeholders will receive a copy.

**Final:** *"Target" is developmentally appropriate for this learning experience; therefore, teacher candidates need to aim for a minimum rating of "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," 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.

## **Grading Guidelines**

- A means that the teacher candidate has performed in a consistently superior manner during the student teaching experience and is an outstanding beginning teacher.
- A- means that the teacher candidate has met the “Target” standards during the student teaching experience and is in the process of becoming an excellent beginning teacher.
- B+ means that the teacher candidate has met most of the “Target” standards during the student teaching experience and although s/he has some areas that continue to need work, the candidate is in the process of becoming a competent beginning teacher.
- B means that the teacher candidate has met many of the “Target” standards during the student teaching experience, but will require continued opportunities for growth and support.
- B- means that the teacher candidate has met many of the “Target” standards during the student teaching experience, but will require continued, and perhaps intensive, opportunities for growth and support.

Students performing below a B- level on the final Student Teaching Evaluation will not be recommended for CT State Certification/Licensure.

## **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 GPA 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.

## **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 Director of Teacher Education Programs.
- 2) The student is informed of any action by the university supervisor.
- 3) Arrangements for adding and dropping courses will be completed by the Director of Advising and Certification, Dr. 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.

## **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, gain 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.

### **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.
- Master’s students must file a graduate plan of study with the Office of Teacher Education and their faculty advisor by mid-November 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 Certification Officer 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 works 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 four 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 IB/M 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 review [portfolio guidelines](#) and 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.

## GLOBAL EDUCATION AND THE IB/M PROGRAM

The Neag School of Education is dedicated to ensuring that graduates of the IB/M program are fully prepared to serve as productive and globally conscientious members of society. We have partnerships with a number of institutions around the world, offering 5<sup>th</sup> year (master's) students the opportunity to live, teach and study abroad as an integral element of their teacher education program.

### **Pre-Admission to the IB/M Program**

Prior to admission and enrollment in the IB/M program, pre-teaching students are encouraged to explore the abundant education abroad opportunities available at the University of Connecticut. The Office of Experiential Global Learning should be your first stop for inquiries regarding programs that meet your academic needs and interests. For students studying abroad during the spring semester sophomore year (when students typically interview for admission), accommodations can be made for an interview near the end of the fall semester prior to departure. Applicants must inform the Office of Teacher Education as soon as they confirm they will be abroad and would like to schedule an interview in the fall.

### **IB/M Program Education Abroad Opportunities**

Given the intensive, cohort-based organization of the IB/M program there are no Junior or Senior academic year Education Abroad opportunities available as part of the formal plan of study. However, there may be summer or winter term extra-curricular short-duration specialty programs available in any given year. Such programs are announced through email and Neag cohort listservs and students are encouraged to consider such short-duration specialty programs to enhance their development as a professional educator.

In the fall semester of the Master's (5<sup>th</sup>) year, the Neag School of Education partners with the Office of Experiential Global Learning (Study Abroad) to offer full semester programs. Participants intern in schools while pursuing graduate credit toward the completion of their master's degree. These are demanding academic and cultural immersion experiences, and require a high level of dedication to scholarship, teaching, and personal & professional growth.

All academic and school-based aspects of the program will be coordinated by the designated Program Director(s). For each international site you will be required to enroll in a full-time graduate-level program of study (5000-level courses) as well as intern in a school (and/or museum for social studies participants) consistent with Neag 5<sup>th</sup> year guidelines. You will also conduct research in schools for the Master's Year Inquiry Project requirement. Available programs will be announced in the fall of your senior year and applications should be completed over the winter break prior to student teaching. Orientation and informational sessions about international program offerings will be announced each fall via email and Neag cohort listservs.

International programs essentially mirror the academic semester on campus, with participants departing mid/late August to early September, with programs scheduled to conclude no later than mid-December. While fees vary from year to year with the exchange rate, the billable costs for programs will be made available on the Experiential Global Learning site once the application process opens in December (of your senior year). Fees typically cover: course tuition, housing, technology fee, international ID, insurance, select cultural opportunities, and other mandated program costs. This billable rate does not include food or airfare.

### Sample Plan of Study

Summer prior to 5th year	EDCI 5845 Seminar in International Education (meets research requirement)	(3)
Fall Semester (Abroad)	EDCI 5092 Internship	(3)
	EDCI 5094 Seminar	(3)
	EDCI 5000 level Elective*	(3)
	EDCI 5000 level Elective	(3)
Spring Semester	EDCI 5093 Advanced Internship	(4)
	EDCI 5095 Advanced Seminar	(3)
	EDLR 5015 Leadership	(3)
	Language and Cultural Diversity course (approved by program)	(3)
	Subject area elective in (5000's level)	(3)
	EPSY 5221 Technology	(1)
TOTAL CREDITS		(32)

Applications (online) are open following the orientation sessions each fall via the [Experiential Global Learning website](#). Please note in addition to the online application certain hard copy forms may be required. Their office is located on the 1<sup>st</sup> floor in the Rowe Center for Undergraduate Education (next door to Gentry). A non-refundable fee must be included with your application. Two letters of recommendation are required with the application. Forms are available online. Program acceptance is contingent upon graduate school (5<sup>th</sup> year) admission.

Questions regarding any Education Abroad Programs may be directed to the Neag Director of Global Education: Dr. Saran Stewart, [saran.stewart@uconn.edu](mailto:saran.stewart@uconn.edu)

## **Long Term Substitute Teaching Guidelines for IB/M Students**

When a school partner requests that a Master's intern be released from internship prior to the last week of classes to take a long-term substitute position and the intern is interested the process should be as follows:

The program will only consider requests for interns to undertake long-term sub positions within the school(s) in which they are placed for their internships. Generally, a long-term substitute position would start no sooner than mid-April.

A request requires all internship hours to be accounted for during the spring semester.

- Internship hours must be separate from substitute teaching hours and should be carefully documented.
- A revised internship plan including a weekly schedule must be created at the beginning of internship activities concomitant with substitute teaching and submitted to the PDC Coordinator and Associate Director of Teacher Education (School University Partnerships).
- Students may be able to bank internship hours over the winter break and/or virtual settings if the supervisor supports this; this must be documented.

To be eligible for a long-term substitute teaching position, initial teacher certification candidates must:

- Be matriculated into the Neag School of Education IB/M initial teacher certification graduate program.
- Have a minimum grade point average of 3.3 in the initial teacher certification program coursework, with no grade lower than a B+ and no Incomplete grades.
- Pass the appropriate licensure exams required for the certification area prior to the start of the spring semester.
- Be current with all coursework and have a plan to complete the Master's Internship Inquiry Project.

### **Process:**

When a school partner requests that a master's intern take a long-term substitute position and the intern is interested, the process should be as follows:

- 1) Typically a request happens in one of two ways: a school administrator contacts a Professional Development Center (PDC) coordinator with the request; or a student contacts their faculty advisor or PDC Coordinator with the request. The request includes the candidate name and endorsement area, current internship information (must be in same district as position), specific information about the substitute teaching position (including start and end dates, endorsement area, and why the district is interested in the particular candidate).
- 2) PDC coordinator conveys constraints to students and/or school administrators, such as required Friday class and meetings on campus, the fact that internship hours must be separate from substitute teaching hours, required career related program activities, and the inquiry project celebration. Additionally, students must complete all licensure test requirements prior to the start of the spring semester.
- 3) PDC coordinator reviews the request and student information with the Director of Advising and Certification Officer to determine student eligibility for this position.
- 4) The student meets with their EDCI 5092/5094 seminar leader to develop a plan for completing the inquiry project and other required coursework successfully.
- 5) If the student appears eligible and remains interested in pursuing the substitute teaching opportunity, they should meet with various stakeholders (administrators, internship supervisors, PDC Coordinator, Faculty Advisor, etc.) to create a revised internship plan including a weekly schedule showing when they will complete internship hours, required coursework, and substitute teaching commitments. Faculty Advisor assesses whether the candidate is aware of the pros and cons of taking such a position (i.e., it can



potentially take time away from the application and interview process for a more permanent position). Advisor also ensures that the candidate is invested in the opportunity, feels they can learn something, and is confident that appropriate supports are in place.

- 6) PDC coordinator and advisor (if applicable) make final recommendation, to be approved by Associate Director of Teacher Education (School-University Partnerships) and Director of Teacher Education.
- 7) In this step, if the long-term sub position is deemed feasible, but only with particular supports in place, the advisor and PDC coordinator work together to articulate those supports, and then work with the district to ensure those supports are put in place.
- 8) PDC coordinator sends email to district personnel, Director of Teacher Education, Associate Director of Teacher Education (School-University Partnerships), and the Director of Advising and Certification indicating the final plan.

**PDC Coordinators:**

Dr. Susan Payne – susan.payne@uconn.edu

Dr. Rebecca Eckert – rebecca.eckert@uconn.edu

**Student Teachers (senior level teacher candidates)** will not be allowed to take substitute teaching positions until after the end of spring semester. All students will be required to attend the Master’s Day of Research in the beginning of May; they will not be able to substitute teach on that day.