STUDENT TEACHING AT WCSU
Handbook for Student Teachers, Cooperating Teachers, and University Supervisors

Western Connecticut State University (WCSU) Education and Educational Psychology (E&EPY) Department

2022 – 2023

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PART I: OVERVIEW OF THE STUDENT TEACHING PROCESS

Introduction

Purpose of Handbook

The purpose of this handbook is to provide information to enable members of the student teaching teams, the triads, (student teacher and university supervisors and cooperating teachers) to establish and maintain collaborative, encouraging, supportive, and mutually respectful environments during the student teaching experience. Please view it as a "work in progress." As you use the handbook, note items that are unclear or information that is lacking. At the end of the semester, send your suggestions for improvements to the Coordinator of Student Teaching so that the handbook may continue to evolve.

This Student Teaching Handbook is provided to candidates (student teachers), university supervisors, and cooperating teachers for their general information and guidance only. It does not constitute a contract either expressed or implied and is subject to revision at the University's discretion.

Students should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements.

Section I: Summary of Definitions and Steps in Student Teaching Process

Definition of Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by a certified experienced teacher and a university supervisor. The primary objective of student teaching is to provide the opportunity for acquisition and demonstration of instructional competence for beginning professional educators. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing teacher candidates in schools with carefully selected and qualified supervising teachers.

Supervision is regarded as absolutely essential and is the mutual responsibility of the supervising teacher and the university supervisor, who are proven successful classroom teachers. The extent of actual teacher candidate or practicum student involvement and the assumption of full teaching and assessment responsibilities rest upon the mutual agreement of the candidate, the supervising teacher, and the university supervisor, who make up the **Student Teaching Triad**.

The basic role of the triad members is to work as a collaborative team employing constant communication to support, enhance, and prepare the teacher candidate to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.
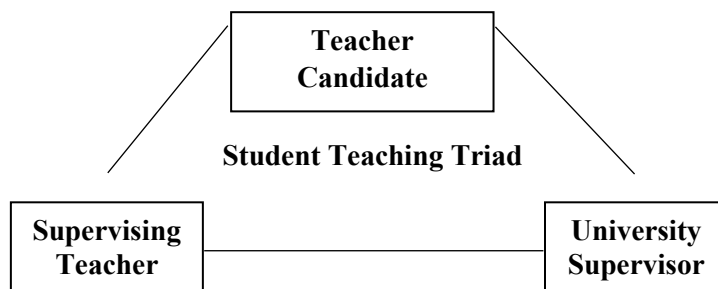
Student teaching is a full-time, full-day responsibility for the teacher candidate. For this reason, candidates are discouraged from holding part-time, evening, or weekend jobs, as these added demands will diminish time that should be spent planning lessons, preparing instructional materials, and developing assessment resources. Part-time employment also will minimize opportunities for collaborative work with the supervising teacher, involvement in after-school meetings, and attendance at extra-curricular activities. Participation in the total education activities of the school is regarded as an integral part of the student teaching experience and neither optional nor supplemental. Given that it is the culminating experience, student teaching and all the associated responsibilities are the teacher candidates' number one priority throughout the experience.

Fundamentally, teacher candidates must consider themselves to be professionals and behave accordingly. The teacher candidate is expected to act professionally, work with the supervising teacher, the university supervisor, professional colleagues, and students to strengthen skills and knowledge.

Teacher Candidate Placement
The steps in candidate placement are:
1. The Director of Clinical and Field Experiences distributes applications for student teaching to potential candidates during the year prior to the semester in which student teaching is to take place.
2. The candidate completes the Residency or PDS/Student Teaching application which consists of:
   - a student information sheet that provides personal data (name, contact information, student teaching location requests) and a list of previous experiences with students;
   - written responses to two prompts;
   - either a transcript or a profile of the candidate's academic record;
   -the candidate's resume.
3. The Director of Clinical and Field Experiences reviews the candidate's application to ensure that it is error-free. *Note: If any part of the application needs to be revised, candidates should expect a delay in the application process. Essays that require revision may result in a multi-week delay!* Once a candidate's application has been proofread and approved for mailing, the Director of Clinical and Field Experiences sends it to a district facilitator to determine potential placement opportunities. The district facilitator then contacts appropriate principals who, in turn, consult with TEAM trained teachers to explore placement opportunities.
Candidates for student teaching may not contact either district or school personnel to seek placements. The placement process is managed by the Director of Clinical and Field Experiences with facilitators in school districts.
4. The Director of Clinical and Field Experiences notifies the candidate of the name, location, and contact information of a potential cooperating teacher who has agreed to interview him/her for a student teaching placement.
5. The candidate contacts the potential cooperating teacher to set up an appointment for an interview. Suggestions for candidates: Consult the school district's website to learn about the school before the interview. Dress in professional attire for the interview.
6. After the interview, the cooperating teacher and principal decide on whether to accept the candidate. The principal then contacts the district facilitator who reports back to the Coordinator of Student Teaching.
7. The Director of Clinical and Field Experiences contacts the candidate regarding the disposition of the placement.
8. If the cooperating teacher does not accept the candidate for field placement, the process begins again from step 3.

Note: If a student is rejected by three cooperating teachers with whom he or she has interviewed, the university reserves the right to delay placement until the following semester. **If a *student candidate* rejects a placement without a professionally/medically justifiable reason, the Director of Clinical and Field Experiences is under no obligation to find an alternative setting for the candidate.**

9. Once a candidate has been accepted, the **candidate** contacts the cooperating teacher to determine a mutually agreeable starting date.

Placement Periods

Student teaching placements are made during the final semester of the candidate's program:

Elementary Education (Residency II)
14 weeks (70 days) in one grade 1 to grade 6 placement –spring semester.

Secondary Education and Master of Arts in Teaching (M.A.T.)
14 weeks (70 days) in one 7-12 placement - spring semester only.

Music Education
7 weeks (35 days) in one 7-12 placement; 7 weeks (35 days) in one 1-6 placement
(Total of 14 weeks) – either fall or spring semester.

Health Education
14 weeks (70 days) – spring semester only.

Important Dates to Remember

Time Frame	Event
January/April	Deadline for spring candidates *of the following year* to submit *Initial Information and Assignment Requests* forms and completed *student teaching applications* to LiveText for review by Director of Clinical and Field Experiences
September	Opening Orientations for fall student teachers/ Residency candidates, University Supervisors and Cooperating Teachers. This meeting includes an overview of WCSU's student teaching processes and related documents, a review of the new LiveText database, and an overview of the EdTPA assessment that student teachers must complete. *This meeting will be held by appointment with each Triad team.*
End of December	Deadline for Fall University Supervisors and Cooperating Teachers to complete in LiveText: • STEI and Dispositions assessments and enter final ratings, • submit completed student teaching grades (if relevant) and all related documents (including all observations reports) for the fall semester • verify candidate time logs and verify that all candidate materials (lesson plans and reflections, and mid-term and final self-assessments of STEI and Dispositions)
January	Spring Opening Orientation for spring student teachers/ Residency candidates, University Supervisors and Cooperating Teachers. This meeting includes an overview of WCSU's student teaching processes and related documents, a review of the new LiveText database, and an overview of the EdTPA assessment that student teachers must complete.
Late April	Certification Meeting for spring, Candidates with WCSU Certification Officer, Dr. Rossi.
As Needed	Mock Interview Session
As Needed	Resume Writing Workshop
End of May	Deadline for Fall University Supervisors and Cooperating Teachers to complete in LiveText: • STEI and Dispositions assessments and enter final ratings, • submit completed student teaching grades (if relevant) and all related documents (including all observations reports) for the fall semester • verify candidate time logs and verify that all candidate materials (lesson plans and reflections, and mid-term and final self-assessments of STEI and Dispositions)

Opening Orientations

At the beginning of the student teaching semester, the Director of Clinical and Field Experiences invites university supervisors and cooperating teachers to an orientation meeting to learn about: their responsibilities, student teacher responsibilities and certification assessment (EdTPA), the rating system of the Student Teaching Evaluation Instrument (STEI), and how to input information into the LiveText database. The meeting is also an opportunity for the supervisors to collaborate about their observation schedules, and to establish a date for an initial co-observation of the student teacher.

The candidates' orientation provides student teachers with information about WCSU's expectations, their tasks and responsibilities they must fulfill in order to successfully complete their student teaching experience.

Section II: Conceptual Framework of the WCSU Professional Educator Programs and Triad Responsibilities

A conceptual framework captures the shared vision of the unit, the Education and Educational Psychology Department (E&EPY), guides the activities of faculty and candidates, and becomes the vehicle through which the unit's goals are articulated to the broader community. The vision of the WCSU's Education Unit is reflected in the term, **EDUCATOR,** and the theme, ***Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century***.

EDUCATOR

E	Expertise in Content Knowledge**,**
D	Diversity,
U	Unity,
C	Classroom and School Leadership,
A	Attitudes,
T	Technology,
O	Organize Knowledge and Facilitate Learning,
R	Reflective Practitioner.

The components of our Conceptual Framework underscore our belief that teachers and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diverse students in today's public schools in order to prepare all students for success in a technological, multicultural, and global society.

Teachers and counselors must know how to work collaboratively with colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practices, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world. The term, **EDUCATOR,** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing quality educators for the future. (See www.wcsu.edu)

THE STUDENT TEACHING TRIAD ACTIONS AND ACTIVITIES		
Expertise in Content Knowledge; Organize Knowledge and Facilitate Learning; Technology	Diversity, Unity	Attitudes
Teacher Candidate - Demonstrates knowledge of student learning and development. - Demonstrates knowledge of content, state standards, and resources. - Demonstrates an understanding of a variety of assessment strategies. - Demonstrates the ability to develop comprehensive lesson plans. - Demonstrates the skill to engage students in meaningful learning experiences.	- Collaboratively develops lessons that reflect individual student ability levels and learning styles resulting in the intellectual engagement of all students. - Collaboratively develops lessons that are creative, engaging, and appropriate for the learning community. - Demonstrates the use of analytical skills and adaptation of instruction based on assessment results and knowledge of students.	- Collaboratively plans and demonstrates classroom management. - Collaboratively develops a positive physical environment through appropriate planning and use of space, technologies and instructional tools and instructional time. - Collaboratively fosters collaborative learning and positive social interactions. - Provides positive transitions in classroom and learning communities.
Supervising Teacher - Meets daily to collaborate on student developmental issues. - Provides examples and collaborates on lesson planning using standards and quality resource selections. - Collaborates and reflects continuously on assessment strategies that document student learning. - Collaborates and reflects continuously on lesson plans that indicate an understanding of student development, content knowledge, state standards, and assessment strategies.	- Provides examples, collaborates, and reflects on learning objectives, assessments, and learning styles for the individual child (rubrics, differentiated assessment, challenging projects or problems). - Collaborates and reflects continuously on appropriate ways to engage students. - Provides examples, reviews, and reflects continuously on analyzing assessment results and adapting instruction to foster learning.	- Provides examples, collaborates, and reflects on quality classroom management plans and strategies. - Provides examples, collaborates, and reflects on using technologies and instructional tools." - Provides examples, collaborates, and reflects on ways to foster collaborative learning. . - Provides examples of effective transitions in classroom.
University Supervisor - Nurtures support systems for the development of lessons that reflect knowledge of students and build on their abilities to develop conceptual understanding. - Discusses and reflects on the lesson plans, instruction, and assessment strategies that demonstrate an understanding of students and their abilities, content knowledge, state standards, and assessment strategies.	- Communicates and discusses teacher candidate's level and means of student engagement and use of collaborative learning. - Discusses and reflects on the instructional activities and the incorporation of ability levels, interests, and learning styles. - Discusses use of analytical skills and changes in instruction based on assessment results and knowledge of students	- Communicates and discusses teacher candidate's classroom management. - Discusses and reflects on lesson plans that use effectively space, resources, technologies, instructional tools, and instructional time. - Communicates and reflects on the collaborative learning and social interactions with and among the students. - Discusses and reflects on transitions in the classroom and learning communities.

THE STUDENT TEACHING TRIAD ACTIONS AND ACTIVITIES		
	Classroom and School Leadership	Reflective Practitioner
Teacher Candidate	- Acquires an understanding of the community and students' lives outside of the school environment and classroom. - Becomes a productive collaborative member within the school. - Communicates with parents effectively. - Treats students and colleagues with kindness, fairness, patience, dignity, and respect - Acts professionally and appropriately. - Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. - Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties. - Demonstrates an understanding of current research and issues within the school community, the teaching profession, and public education. - Demonstrates initiative and confidence.	- Reflects upon one's philosophy of teaching and oneself as a member of the teaching profession. - Uses reflection and analytical skills to inform planning and instruction. - Identifies ways to improve as an individual, as a part of the school community, and as a part of the teaching profession. - Completes edTPA capstone assessment.
Supervising Teacher	- Collaboratively determines a list of "professional responsibilities" for the teacher candidate (taking attendance, supervision, parent communication, teacher meetings, etc.) and reviews and reflects on those responsibilities. - Collaboratively determines a list of available activities for the teacher candidate. Communicates about professionalism in working with students outside of the classroom. - Collaboratively reviews and reflects on different types of parent communication and provides the teacher candidate with the available community and school resources to help students. - Provides examples, reviews, and reflects on appropriate professional behavior. - Provides constructive criticism and suggestions. - Communicates all appropriate professional responsibilities. - Shares information and discusses current research and issues.	- Provides examples, reviews and reflects continuously on a philosophy of teaching and the role of reflection from multiple data sources. - Discusses the use of reflection and analytical skills to inform planning and instruction. - Discusses ways to improve as a teacher, as part of the school community, and as a member of the teaching profession.
University Supervisor	- Communicates and discusses teacher candidate participation in the school community. - Discusses and reflects on the importance and merit of understanding and participating in the community. - Communicates with the teacher candidate and supervising teacher. - Discusses the attributes of being a professional. - Discusses constructive criticism and suggestions provided, as well as teacher candidate's subsequent behavior and instructions. - Shares information and discusses research and current issues. - Communicates with the teacher candidate and supervising teacher.	- Discusses the use of reflection and analytical skills to improve instruction. - Discusses and reflects on the philosophy of teaching - Communicates with the student teacher and supervising teacher.

PART IIA: KEY EXPECTATIONS OF THE STUDENT TEACHING EXPERIENCE

Preparations for the Teaching Profession

All districts now require candidates to be fingerprinted prior to the start of student teaching; candidates must pay for the cost of the fingerprinting. Each district retains the right to withdraw a placement if the fingerprinting indicates information that is not in accordance with the district's standards. In addition, several districts also require additional background checking, including drug testing. (See Appendix.)

Candidates must be professional in all ways during their entire placement periods: dressing professionally, communicating in a professional manner, and fulfilling all responsibilities. A good rule of thumb is to dress in a manner that is similar to that of the cooperating teacher. Review the Connecticut Code of Professional Responsibility for Teachers (see Appendix) or http://www.state.ct.us/sde/dtl/cert/teachcod.PDF.

Assuming instructional responsibilities is a gradual process. Cooperating teachers will gradually assign additional responsibilities during each week of the placements; they retain the right to decide when candidates are ready for additional responsibilities. Candidates prepare lesson plans and provide copies for their cooperating teachers and university supervisors. Candidates must plan appropriately for all lessons that they teach.

Candidates will provide their university supervisors with directions to the assigned schools and a schedule of times during which they will be planning and teaching lessons. If a candidate is not going to be at school or will not be teaching on a given day, he or she must inform the university supervisor so that an unnecessary trip is not made.

Observations

Each candidate is observed formally a minimum of four (4) separate times. The University recommends that the Supervisor and Cooperating teacher observe the lessons together to calibrate their scoring of the student teacher's performance. Both the University Supervisor and the Cooperating Teacher submit separate observation reports using the LiveText database, so the student teacher will receive four (4) ratings by the cooperating teacher, and four (4) ratings by the university supervisor. Observations must be scheduled so that the supervisor and cooperating teacher each do one additional observation for a total of two (2) observations in each half of the semester. The candidate is, therefore, responsible for developing a minimum of four (4) formal lesson plans and four (4) post-observation reflections – but must post their initial lesson plans and post-observation reflections to both supervisors. Therefore, within the semester, the student will post four (4) lesson plans and reflections for the supervisor and four (4) lesson plans and reflections for the cooperating teacher.

University Supervisor Visits

Initial Visit:

1. The initial visit provides an opportunity for the university supervisor to review the responsibilities of the members of the triad. Essentially, this is a review of the information covered at the Opening Triad, but the smaller setting enables the candidate and supervisor to clarify details and discuss deadlines for the formal observations, mid-term evaluations, and final evaluations. At the initial meeting, tentative mid-term and final dates of student teaching must be determined so that mid-term and final evaluations may be completed in

timely fashion. Additionally, a schedule of formal observations should be developed so that the candidate's performance growth can be documented on a regular basis throughout the student teaching semester.

Formal Observations (4):
The university supervisor conducts a minimum of four formal observations, two between the initial meeting and the mid-term evaluation and two between the mid-term and the final evaluation. Additional observations may be scheduled if the candidate needs extra support.

Mid-Term Evaluation:
At the mid-semester point, the university supervisor meets with the cooperating teacher and student teacher candidate to discuss the candidate's progress to date and to identify areas of strength as well as those needing further development. Both the university supervisor and cooperating teacher enter their STEI mid-term ratings in LiveText independently, and all three members of the Triad enter their Dispositions ratings in LiveText.

Closure Meeting:
At the end of the 70-day student teaching period or during the last week of the semester, the university supervisor meets with the candidate and cooperating teacher for a final review of the student teaching experience. The university supervisor and cooperating teacher enter their final performance ratings and upload their letters of recommendation in LiveText, and the student teacher completes his or her self-reflections and Disposition ratings in LiveText. The university supervisor ensures that all documentation needed from both the student teacher and the cooperating teacher have been entered in LiveText by the WCSU data entry deadline.

The Student Teaching Phases
Candidates assume responsibility for and plan instruction according to the schedule of the cooperating teacher. The cooperating teacher has a long-term planning schedule for the year; the candidate must help him/her maintain that schedule. Normally, a candidate might begin teaching from the cooperating teacher's plans after a day or two in at least a class or two. Then, after the first week, the candidate might plan and teach lessons daily for an entire class or subject period. The cooperating teacher might then add classroom responsibilities so that by the 4th week, the candidate will – if possible - have instructional responsibility for all classes.

WCSU uses the lesson plan format designed for the edTPA certification assessment; minor revisions have been made in the form in recent years. The WCSU Lesson Plan Template is available on LiveText. Candidates prepare lesson plans and upload them to LiveText for their cooperating teachers and university supervisors. Candidates must plan appropriately for all lessons that they teach.

The student teaching experience should follow a natural progression of increasing teacher candidate immersion into the full responsibilities of a teacher. The following graphic outlines a sample guide based on a 14-week (70 days) placement. Other placement assignments can adjust the allocated time accordingly. It is important to note   that this serves only as a guide. The student teaching triad will work collaboratively to determine specific lengths and activities of each phase.

Below is a suggested schedule of the gradual release of instructional responsibility to the teacher candidate.

Suggested 14-week (70 Day) Schedule for Teacher Candidate		
Week #	**Phase**	**Description**
1	**Phase 1**	School Community Acclimation and Observation
2		
3		
4	**Phase 2**	Instruction, Engagement, and Assessment
5		
6		
7	**Midterm**	
8	**Phase 2 continued**	
9		
10		
11	**Phase 3**	
12		
13	**FINAL**	Reflection /Observation
14		

Note: All members of the triad will evaluate the student teaching experience, including collaborative development of the Midterm and Final Evaluations.

Each candidate will be observed in a variety of teaching situations until the student teacher is comfortable with delivering instruction and being evaluated on all competencies. Below is a sample schedule of the first eight weeks of the gradual release of responsibilities for planning and teaching.

Week	Instructional Responsibilities	Planning Responsibilities
1	- Observe students. - Assist with individual students. - Become familiar with the curriculum for which you are responsible. - Observe other teachers in the discipline. - Assist with clerical routines - Post work and assignments.	- Getting ready to take over one period. - Assisting in administering assessments. - Checking students' work. - Continuing to work with individual students as needed. - Preparing grade book or becoming familiar with existing grading practices.
2	- Teach one period. - Check students' work. - Continue to post students' work. Continue to assist with clerical routines.	- Teach one period. If same content, begin to take over planning for another section. - Continue with previous planning responsibilities.
3	Teach one period. If same content area, begin teaching second period.	- Begin planning for new prep. - If appropriate, begin another period of same content area. - Continue with previous planning responsibilities.
4	- Teach two periods of same content. - Continue with previous responsibilities and routines.	- Begin prep for new content area. - Continue with previous planning responsibilities.
5	- Teach two periods of same content. - Begin teaching one period of new content area. - Continue with previous responsibilities and routines.	- Continue with previous planning responsibilities and routines. - Begin prep for new content teaching responsibility.

Week	Instructional Responsibilities (cont'd)	Planning Responsibilities (cont'd)
6	• Teach new period course. • Continue with previous week's teaching load. • Continue with other responsibilities and routines.	• Continue with previous planning responsibilities and routines. • Begin prep for new content teaching responsibility.
7	• Add additional courses not yet taught. • Continue with other assumed teaching responsibilities. • Continue with other routines and responsibilities.	• Set up midterm evaluation conference (week 8 with supervisor.) • Plan transition of other periods and preps not previously assumed.
8	• Continue previous week's routines and teaching responsibilities. • Participate in midterm evaluation conference.	

(Sample Plan provided by Connecticut State Dept. of Education)

During the final weeks of the placement, a plan should be developed for the cooperating teacher to gradually take back teaching responsibilities.

Other Ongoing Activities for the Student Teacher:
- Attend PPT meetings, professional development workshops, parent-teacher conferences, faculty and team meetings.
- Videotape regularly to self-assess performance. Be sure to follow the school's policy for videotaping.
- Reflect regularly. This should be done verbally as well as in writing.
- Keep all lesson plans in an electronic and/or paper binder that is readily accessible for review by university supervisor, building principal, department coordinator, cooperating teacher, etc.

Placement Information
Prior to the start of student teaching, the teacher candidate should contact the supervising teacher and school principal. Below is a suggested checklist of information to be gathered during this initial meeting:

1. Contact the supervising teacher and arrange a convenient time to meet. Call or email the supervising teacher at school.
2. At the meeting with the supervising teacher:
   - Exchange phone numbers, emails, and addresses.
   - Confirm with the supervising teacher the first day to report to school.
   - Determine whether to meet again with the supervising teacher before student teaching begins.
   - Obtain information about any supporting materials or resources to be used, e.g., teacher editions of textbooks, workbooks, planning overviews, CD ROMs, websites, online platforms, etc.
   - Determine what parts of the curriculum, courses, subjects, or units for which you will be responsible. Discuss collaborative planning, delivery of instruction, and student assessment.
   - Request classroom rules, guidelines for discipline, and the student handbook or rules. Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers). See Phase I for further ideas regarding school orientation.
   - Determine if an identification badge is required by the school to which you are assigned. Arrange to obtain one.

3. Contact the school principal to clarify who should receive the Criminal History Check report, and what type of check is required (full or limited). If you have two placements, at different schools, contact the principal at each school regarding this important matter.

PART IIB: PHASES OF THE STUDENT TEACHING EXPERIENCE

Phase I: School Community Acclimation and Observation
Acclimation
Acclimation is critical to the teacher candidate's comfort, confidence, and ultimate success in student teaching. The teacher candidate and supervising teacher share responsibility in the acclimation and induction process. Working under the direction of their cooperating teachers, teacher candidates participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake the same duties as their cooperating teachers. Teacher candidates must communicate with their cooperating teachers when uncertain about classroom and school procedures or expectations for performance. Ongoing communication and collaboration through the acclimation and observation process will set the foundation for success in the student teaching experience.

Context for Student Learning Information: To Be Gathered Before Day One of Student Teaching
For the teacher candidate to acclimate to the school community, it is necessary to gather information about the school, the class, and the students. The following prompts are suggested as guidance to both the teacher candidate and the cooperating teacher to support the candidate's gradual acclimation to the school community. If it is at all possible, teacher candidates should try to observe in the school ahead of their start-date to find out about information about the:

The School:
- Are there any special features of the school or classroom setting (e.g., themed magnet, classroom aide, bilingual, team taught with a special education teacher, remedial class, honors/AP course) that will affect the candidate's teaching during his/her student teaching experience?
- Are there any district, school, or supervising teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

The Class:
Elementary
- How much time is devoted each day to each of the cooperating teacher's teaching responsibilities?
  - Are there specific textbooks or instructional programs primarily used for instruction? If a textbook, can the candidate be provided with a copy?
  - If there are any specific instructional/social curriculum models expected (e.g., Responsive Classroom; readers' and writers' workshop), can the candidate be directed to informational materials?

Secondary
- What specific details are needed about the course/s the teacher candidate will teach:
    - name of course; length of this course (One semester? One year? Other?)
    - class schedule (e.g. 50 minutes every day, 90 minutes every other day)
    - any ability grouping or tracking in your content area? If so, please describe how it affects instruction.
    - primary and secondary resources used (e.g., textbook title, publisher, date; instructional program; online applications)

The Students:
- Grade level(s) to be taught
- Number and gender composition of students in the class(es)
- English language learners
- students with Individualized Education Programs (IEPs) or 504 plans
    - Become acquainted with the required accommodations or modifications for students receiving special education services and/or students who are gifted and talented, as **they will affect instruction.**

Teaching Responsibilities:
- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)
- Computer accounts, lunch accounts, parking pass information
- Tour of the building

School Policies and Procedures:
1. Student handbook (discipline and attendance policies, writing passes)
2. Teacher handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures e.g., fire drills, school nurse procedures, universal precautions)
3. School building credentials (ID card or tag)

Classroom Policies, Procedures, Routines:
1. Classroom rules and management plan (discipline referral procedures)
    a. Are students assigned specific jobs in the class?
2. Opening of day/class procedures:
    a. What does the teacher do as students arrive in the classroom? What do students do?
    b. What are students expected to do? (Example: Does the teacher have "Do Now" instructions posted or activities for immediate engagement?
    c. How are class roll, tardiness, absences, lunch count, etc. conducted?
    d. How does the teacher move into the first lesson?
3. Distribution of materials
    a. How are instructional materials organized for distribution during the lesson?
    b. What are student responsibilities (distribution, collection, clean-up) regarding materials?
4. Restroom/Hall procedures
    a. May students move freely to the restroom?
    b. Must the teacher give permission before a student may be excused?
    c. How many students at a time are given permission to leave?
    d. Are passes available to use under certain guidelines?

5. Lunch/Dismissal procedures
    a. How are students dismissed at the end of each period, for lunch, for special circumstances, end of day?
    b. Are elementary students given lunch tickets? If so, how are they distributed?
    c. How are elementary students escorted to the cafeteria, picked up, taken to recess, etc.?
6. Homework/Make-up work/ Late work/ Tutorials
    a. How does the teacher grade homework?
    b. What is the policy for late work?
    c. What is the policy/procedure for students who have been absent?
    d. What is the policy for helping students before, during, or after school?

Record Keeping
1. Attendance
    a. Are there any special codes used by the teacher?
    b. Does she/he allow students to assist?
2. Grading (Carefully observe how the teacher grades papers)
    a. Does the teacher use different types of evaluation symbols? (e.g., 100%; √ / +)
    b. How is grading set up—is there an online grading system used by the school/district?
    c. How does the teacher deal with participation grades?
3. Referrals
    a. How are disciplinary actions and follow-up procedures (e.g., parent phone calls) handled?
    b. How are other referrals (e.g., speech, counselor) handled?
    c. What are the Child/Student Study Team policies and procedures in the school?

Classroom Management (Influenced by both school and individual teacher policies)
1. Tardy policy
    a. How is the policy enforced?
    b. What does the teacher/school identify as acceptable excuses for tardiness?
2. Seating arrangement
    a. How does the teacher determine seating?
    b. Is there any flexibility? (Can students move at different times, or do they need to stay in their seats for the entire period?
    c. How often are the seating arrangements changed?
3. Grouping
    a. Are students grouped for projects, reading, discussion, etc.?
    b. How does the teacher determine this grouping?
4. Management techniques
    a. What are the rules?
    b. How were they determined?
    c. How is the classroom discipline plan implemented?
    d. How are appropriate behaviors reinforced?

5. Student/Teacher interaction
    a. How does the teacher bring all students into the learning environment and keep them on task?
    b. How does the teacher redirect off-task behaviors?
    c. What nonverbal signals are used? How are students recognized during classroom discussion?
    d. How do students gain the teacher's attention?
    e. How are students' transitions made? (i.e., how do they move from whole group to small group and vice versa?)

Teaching Procedures
1. Lesson Initiation
    a. How is the purpose of the lesson communicated?
    b. How does the teacher motivate students?
    c. How does the teacher relate the lesson content to the students' prior knowledge?
2. Lesson Development/Monitoring of Learning
    a. How are students monitored for their understanding of the lesson content?
    b. What does the teacher do to ensure that students are on task and engaged in the learning of the lesson content?
    c. What type of questioning is used to determine student understanding?
    d. How does the teacher produce a smooth transition from teaching procedures to student practice?
    e. What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
    f. What modifications and re-teaching opportunities are provided for those who have not mastered the objective?
3. Closure
    a. How does the teacher involve the students in understanding the purpose of the lesson?
4. Assessment
    a. How does the teacher evaluate whether the lesson's goals were achieved?
    b. Do students complete work during the lesson or are they assigned homework to demonstrate their learning of the lesson content?

Parent-Teacher Interaction
1. How does the teacher communicate expectations of the child to parents?
2. How does the teacher deal with problems or communicate praise to parents (how often; in what manner)?

Instructional Resources: What are they?
    1. Media center, computer labs, and technology coordinators
    2. Computer use expectations
    3. District and school websites
    4. State standards for the course or grade level
    5. Appropriate instructional materials (e.g., Teacher editions of textbooks, planning overviews, CD ROMs, websites, workbooks)
    6. Lesson plan and student assessment expectations
    7. Community resources to enhance instruction

8. Other resources (e.g., Smart Board, manipulatives, resource library in the classroom, on-line resources, etc.) available for instruction
9. Online instructional platforms and protocols for online instruction*
   * Determine how online instruction varies from in-person instruction

Community and Student Needs: What are they?
1. General socioeconomic and cultural background of the student population
2. After school student activities and opportunities for teacher candidate involvement
3. Parent involvement in the school, expectations to communicate and work with parents
4. Allergies or specific health/participation restrictions of any students
5. Responsibilities to special need students in class
6. Student reading levels and available support

Orientation Experiences for the Teacher Candidate
The first few days in the student teaching experience are an orientation period. Suggested activities during this time include becoming acquainted with the school, students, environment, cooperating teacher, and other school personnel. The orientation includes the following progressive series of experiences that gradually lead the student teacher into active teaching.

School Facilities
The teacher candidate should:
1. Complete the Emergency Information Form (See Appendix O) and place it in your classroom portfolio. Please let the cooperating teacher know where this Emergency Information Form is located. When you submit your portfolio for evaluation, remove the form and carry it with you.
2. Tour the building locating the lunchroom, principal's office, lavatories, gymnasium, library, nurse's room, faculty room, and special classrooms.
3. Become familiar with recreation areas.
4. Notice the provisions that have been made for bicycles, coats, individual lockers, and automobiles.
5. Notice the general upkeep of the building and the attempts made to beautify it.

School Regulations
The teacher candidate should:
1. Observe the morning and afternoon times that teachers enter and leave the school building.
2. Learn the special supervisory duties of all teachers (lunch duty, recreation areas, rest rooms, study halls, and hall duty).
3. Determine the homeroom responsibilities of the cooperating teacher.
4. Learn what to do in case of student absence.
5. Become acquainted immediately with the **approved** classroom management procedures of the cooperating teacher.
6. Review teacher/faculty and student handbooks including the student code of conduct.
7. Learn the responsibilities of the cooperating teacher for assemblies and for student supervision when passing to classrooms.
8. Notice how extra-class duties are assigned among teachers.
9. Become acquainted with the schedule of students who leave the room for special classes.
10. Become familiar with library rules and policies.
11. Become familiar with the school calendar including daily and weekly schedules.

12. Check district policy regarding parent/guardian releases for **photographing** and **video recording.**

Safety Precautions

The teacher candidate should:

1. Learn what to do in case of an accident and/or emergency.
2. Locate the nurse's room.
3. Pay close attention to the policy regarding the dispensing of medication.
4. Locate the fire exits and routes and know the role of the teacher in emergencies and fire drills.
5. Follow safety precautions for all classes

Routine Classroom Matters / Report Forms

The teacher candidate should:

1. Learn all reports the cooperating teacher is expected to keep.
2. Take the roll and keep the daily attendance records.
3. Learn the location of all supplies and the methods of filing and storing them.
4. Learn how to handle special permits and excuses.
5. Become familiar with the reporting and grading system of the cooperating teacher and the assigned school.
6. Secure and become familiar with all record and report forms.
7. Follow the policies of the school district and respect the confidentiality of students.

Supplies

The teacher candidate should adhere to school policies to the use of:

1. Classroom supplies and equipment.
2. Procedures for requisitioning classroom materials, supplies, and equipment for the next academic school year.
3. Copy machine or find out who does such work and the procedure for requesting copy services.

Observation of Other Educators

Observations of other teachers in and out of the assigned grade level or subject area can provide useful insights. Sometimes teacher candidates placed in a middle school setting wonder what it is like to teach high school seniors. Teacher candidates who primarily teach high performing students might like to visit a classroom with predominantly lower performers. It also can be useful to observe other professionals in the school to gain insight into how the whole school functions. The guidance counselor's office, special education classrooms, EL classrooms, and athletic facilities are just some of the places to find other educational professionals to observe. Both the cooperating teacher and university supervisor should approve all observations of other educators before the observation takes place.

 It is recommended that teacher candidates complete most observations early in the semester before assuming a full-time teaching load. Observations of other educators should be requested and arranged in advance. Professional courtesies and protocol should be observed, which includes thanking the person who provides the observation setting and, as always, maintaining confidentiality regarding what may be seen and heard in these observations.

Early observations in the cooperating teacher's classroom help teacher candidates to become familiar with the classroom environment, learning student's names, recognizing classroom procedures, practicing systematic observation, and building teacher inquiry skills. Observations are most productive when made with a stated purpose or focus. Candidates are expected to define (with the guidance of the cooperating

teacher and/or university supervisor) specific aspects of the situation to be observed before beginning the observation.

Phase II: Instruction, Engagement, and Assessment

This phase of student teaching is vital to growth and development as a teacher. It provides necessary immersion into the classroom teaching and assessment experiences. The three aspects of Phase II will vary in duration and intensity. The Student Teacher Evaluation Instrument will serve as the main evaluative tool for student teaching.

Once acclimated to the school community and classroom, the teacher candidate will begin working collaboratively with the supervising teacher. This includes a wide variety of possible activities, ranging from tutoring with individual pupils, to working with small groups, to collaboratively teaching the whole class. It also can include such tasks as grading, preparing resources, developing lesson plans, designing assessments, etc. Participation is planned and executed within the context of enabling the teacher candidate to assume classroom instructional responsibility.

Instructional and assessment responsibilities demand total collaboration on the part of both the teacher candidate and the supervising teacher. The teacher candidate should expect to commit the necessary time and resources for student learning with the help of the supervising teacher. The supervising teacher should allow some flexibility in planning for the teacher candidate making sure that student learning, engagement, and assessment remain the top priorities. Included as a part of the teacher candidates' full instructional responsibility, it is expected that the teacher candidate will be afforded opportunities to be on her/his own.

> **Building the Midterm Evaluation**
> **"The process** of evaluation is most instructive when it is collaborative. The supervising teacher and university supervisor will contribute their knowledge and understanding of the teaching and learning process to provide a meaningful experience for the teacher candidate."

Over time, cooperating teachers should expect to leave the classroom with the teacher candidate in charge of the class as she/he becomes increasingly proficient in the skills of teaching. Discussion, observations, reflections, and constant feedback from the supervising teacher are vital parts of the instruction and assessment components. It is recommended that full instructional responsibility or full teaching responsibility represent 70-75% of the total student teaching experience. At the same time, the cooperating teacher remains the final authority in terms of their own students' academic progress and will thus determine the best start date for the student teacher's full-day instruction.

Around the midpoint in the full instructional phase, the student teaching triad will conduct a conference directed at the teacher candidate's midterm evaluation. This is an important formative evaluation and provides a critical opportunity for *each triad member* to reflect on the teacher candidate's performance to date, areas of strength, and areas for improvement. Included in this reflection is the candidate's Professional Dispositions Self-Assessment. The result of this midterm conference should be an agreed set of strategies for assuring the candidate's success in student teaching.

Lesson Plans

Western Connecticut State University teacher candidates are required to demonstrate the ability to effectively plan and implement learning activities and assessments in the classroom. Lesson plans assist in the identification of specific learning outcomes, materials, procedures, and assessment techniques to be used in planning effective lessons.

Lesson planning is a process composed of many decisions. The development of the written lesson plan serves three purposes. First, it stimulates and strengthens the mental process of planning a lesson. Second, it provides concrete evidence that the teacher candidate has considered important decisions and factors in planning. This then fulfills the third purpose: the detailed planning makes the candidate's thought process explicit so that the cooperating teacher and university supervisor can help the candidate plan more effectively. The written plans thus provide a window into the teacher candidate's thinking about teaching and learning, as well as allowing the mentor teacher and university supervisor to assist with the candidate's development in that area. ***All formal plans for lessons that will be observed must be uploaded to LiveText***.

Written plans are required for all lessons and learning activities that you expect to implement. Cooperating teachers must approve candidates' lesson plans **at least 24 hours in advance** of teaching. Advanced planning provides a point of discussion with the cooperating teacher that can facilitate collaborative planning, clarification and troubleshooting. If written lesson plans are not submitted at least 24 hours in advance, cooperating teachers may recommend that their candidates not teach the lesson.

Please refer to the planning resources in the appendix.

Lesson Analysis

An analysis of lessons taught is critical to the development of teachers. As candidates reflect on the most and least effective aspects of the lesson and identify alternatives, they develop abilities to inquire into their own practices that will foster continued professional growth and improvement.

Student teachers must submit to LiveText written reflections about each of their formally observed lessons. The analysis is conducted shortly after teaching a lesson. The following questions are suggested as prompts to guide the analysis of the lesson's effectiveness:

- What did I learn through the process of planning and implementing this lesson?
- What did my students learn? How do I know what they learned?
- To what extent did I meet the needs of all of my learners? How do I know whether I have?
- What did I learn about teaching and learning this concept?
- What did I learn about managing the learning environment during this lesson?
- What did I really like about this lesson?
- What disappointed me about this lesson?
- What alternative instructional and assessment strategies could I have used?
- What will I do next?

Phase III: Observation and Reflection

The final phase of student teaching should conclude the student teaching experience with the following activities:

Observation:
• Complete observations of teachers in and out of the grade level or content area. • Look to other types of activities/professionals in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, and before and after school activities.

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Reflection:
- Discuss the student teaching final evaluation with the supervising teacher and university supervisor. Review the midterm evaluation and discuss efforts and success in identified areas for improvement.
- Reflect on observations done by the supervising teacher and university supervisor.
- Refine the personal philosophy of teaching and learning.
- Meet with the principal to discuss teaching. Discuss areas for continued growth and plans to address those areas.

> **Reflection**
> "The capacity to reflect on one's own strength and weaknesses, to learn from constructive criticism, and to practice critical reflection by monitoring one's own work performance and interpersonal interactions is essential to the ability to learn from experience and is the cornerstone of the journey to becoming a lifelong learner. "
> *Judith McNamara & Rachel Field,* (Paper presented at the ATN Evaluation and Assessment Conference, 29-30 November 2007)

> **Remember**
> Return instructional materials, keys, parking pass, id badge, grade book, grading, and any other items assigned by the supervising teacher.

PART III: POLICIES AND RESPONSIBILITIES

Student Teaching Policies

Guest-Host Relationship
Acceptance of an invitation to teach within a particular school creates a guest-host relationship. It is important to note that a "host" school district and classroom teacher accept a teacher candidate as a "guest" who is learning to teach. Acceptance of a placement assignment is predicated on the following understandings about the Guest/Host relationship:
- That teacher candidates are expected to always act in a professional manner;
- That teacher candidates need to abide by the regulations, procedures, instructional practices, living up to professional and personal expectations of the particular district to which you have been assigned; and
- That, if personal or professional behavior or ability to work as an effective prospective teacher in the learning environment is not compatible with the expectations of the school district, teacher candidates may be asked to leave by either the University or the host school district.

Teacher candidates, therefore, participate fully in the life of the classroom and the school to which they have been assigned. For example, unless otherwise instructed, they must help the cooperating teachers set up classrooms, attend all meetings and in-service sessions that the cooperating teacher attends, and stay at the school after the end of the school day to assist the cooperating teacher if needed.

Calendar/Vacations
Candidates must follow the calendars of their public schools, thus ensuring full attendance and participation in the life of the school. In addition, candidates follow the yearly calendars of the school systems to which they are assigned. For example, spring break is the break taken in the school system in which the candidate is working, not the spring break that appears on the WCSU calendar. Candidates must be present on all days on which the cooperating teacher is expected to be in the school.

Grading

Student teaching is graded on a P/F basis. A "Passing" grade is based on the assessments completed by the supervising teacher and on the recommendation of the university supervisor. If student teaching is interrupted and the candidate is doing satisfactory work at the time, a grade of "I" (Incomplete) may be recorded. Arrangements with the Office of Student Teaching would be required to remove a grade of "Incomplete". If a student should receive an "F" (Failure) for student teaching experience, it would then be necessary for the candidate to repeat the student teaching experience in its entirety. (See pp. 33-36 for more information about grade determinations.)

Activity Parameters *A teacher candidate may not act as a paid substitute if the supervising teacher is absent.* Teacher candidates may maintain leadership of the class if the supervising teacher is absent for a brief time during the full-time teaching period and if the principal designates a teacher-in-charge who is an employee. Candidates are not employees of the school or under contract. They may not receive any payment from the school during the student teaching experience (this includes coaching or other extracurricular activities). *Candidates may not take courses while student teaching and are strongly discouraged from holding a job.*

Teacher Candidates…
• May not participate in any job actions (strikes or picketing)
• May not administer or witness corporal punishment
• May not transport any student in their own vehicle
• May not visit students in their homes or in private
• Should always conference with students in an open, visible, and easily accessible place/it is best to meet students in small groups
• May not take any unsupervised responsibility for extracurricular events or activities including school-sponsored trips.
• Should not accept monetary gifts from students, cooperating teachers, or supervisors.

Absences There are no sick days in student teaching. All teacher candidates are expected to fulfill the required number of days of their student teaching assignment. If the candidate is not going to be at school on a certain day, he/she must notify both the cooperating teacher and the university supervisor before that school day starts. Candidates must make up days missed for professional reasons (illness, bereavement, etc.) as well as days cancelled by their placement districts for inclement weather. Absences must be made up by adding the missed days to the end of the student teaching period.

If extenuating circumstances occur, the university supervisor and supervising teacher will meet to discuss extending the experience and make a recommendation accordingly to the Student Teaching Office. If the school should experience an emergency shutdown, notify the university supervisor immediately. *Excessive absences will result in an extension of the student teaching experience or termination.*

School/Community Norms

It is the candidate's responsibility to graciously adjust to the school culture. At the same time, the prevailing beliefs and norms for public school personnel may, from time to time, conflict with those of the teacher candidate. Differences of opinion over definitions of social justice, personal morality, or what constitutes appropriate topics of discussion, or even matters of professional appearance may arise. Teacher candidates are advised to consult their cooperating teachers to clarify school community norms.

Teacher candidates are accountable for a standard of care regarding the welfare of their students. The expected standard of care for teachers of school-age children is influenced by several factors including student age, compulsory attendance and the power differential between teacher and student. What might be considered appropriate for the professor in a university classroom might not be appropriate for the teacher in a K-12 classroom.

Considering the following questions will be helpful in reaching a wise conclusion about a reasonable course of action when it is necessary for a teacher candidate to decide about the welfare of a student:
• Who should be made aware of the situation?
• Who should be consulted for advice?
• Who has the authority to act in response to the situation?
• Who is ultimately responsible for the outcome?

Student Interactions

Confidential and Privileged Information
Teacher candidates will be exposed to various sources of confidential and privileged information, including student records, school and classroom problems, and faculty and parent-teacher meetings. Public disclosure of confidential information is a violation of human dignity and rights. In most circumstances, it is considered a breach of professional ethics.

Teacher candidates should seek out the school's regulations and procedures about the handling of confidential information. For example, parents and students have legal rights that help regulate the type and amount of testing, taping, and interviewing in which students may participate. Students identified with special needs, too, have specific legal rights. It is extremely important that all privileged information be treated with honor and respect.

Corporal Punishment
Western Connecticut State University teacher candidates may not administer nor participate in the administration of corporal punishment at any time. Not only is it against Western's philosophy and regulations, but corporal punishment is also illegal in Connecticut.

Suspected Child Abuse
Teacher candidates are obligated to report suspected child abuse to the mentor teacher because it is the mentor teacher's responsibility to report such suspicions following district policy and procedures. Candidates also should discuss suspicions of child abuse with the university supervisor. Follow these steps:
1. Take time to write complete notes regarding observations, conversations, etc. that have led to suspicions of child abuse.
2. Report in writing concerns supervising teacher, counselors, social worker, and/or principal.
3. Together with the individuals above, determine the appropriate next steps.
4. Advise the university supervisor of the situation

Private Interactions
Western Connecticut State University teacher candidates should always meet with students in a visible public location, even for one-on-one tutoring, conferencing, or interviewing. Special care must be taken to ensure that the mentor teacher is aware of all your interactions with students. Teacher candidates may not transport students in their own vehicles or visit students at their homes or non-school locations. Likewise, teacher candidates should not meet with parents at non-school locations or without their mentor teachers being present.

Internet Personalities and Professionalism
Privacy and free speech rights permit teacher candidates to maintain and submit information on the Internet, including postings on Facebook.com, and other similar websites; however, candidates must consider how the posted information may be interpreted and used by colleagues, parents, administrators and, above all, students. When teacher candidates decide to post personal and private information on the web, they run the risk that the information will be used publicly, and its use may not be to their benefit. *Candidates should consider:*

- Administrators, parents, and mentors browse postings on sites like Facebook.com, forming first impressions and judging the moral character of pre-service and practicing teachers.
- You cannot control how others judge you, fairly or unfairly, but you can control the information from which others make judgments.
- Students look to their teachers to model appropriate behaviors and choices. Students may not be able to distinguish between *adult* choices and appropriate behaviors for children. Further, behaviors and choices that may seem appropriate in private contexts may be inappropriate in public and professional situations.

Professional Guidelines:
- Maintain separate sites for professional and personal use.
- NEVER share any information about students, teachers, events/occurrences at the school in which you are student teaching on any social network.
- Do not share usernames or personal web-addresses with students.
- If you do have a personal web-space, like Facebook.com, arrange for it to be password protected and readable only by friends or chosen members.
- Do not permit anyone to post on your site without your approval.
- If you know that a student has accessed your personal site, make it clear to the student that this is an inappropriate way to communicate with you.

Answering Machine or Cell Phone Messages
Teacher candidates are advised to ensure that answers and messages are professional. Answering machine messages or voice mail messages may be a candidate's first introduction to a supervisor, cooperating teacher or a potential employer.

Academic Integrity
Western Connecticut State University students are expected to act with civility and personal integrity; respect all others' dignity, rights and property; and help create and maintain an environment in which all can succeed through their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community. This perspective on academic integrity also applies to the student teaching semester.

Academic integrity includes a commitment to personally avoid acts of falsification, deception or misrepresentation. Such acts of dishonesty may include cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet sources without citation, fabricating field data or citations, "ghosting" (having another person complete work or assignments), tampering with the work of another student, facilitating other students' acts of academic dishonesty, etc. Western students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F or no credit for the assignment to F for the course.

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Presentation of Self

Presentation of self, including physical appearance, helps establish a reputation and authority among students and colleagues. Creating and maintaining a professional demeanor should be a full-time goal while working in the school setting.

Physical appearance is a concern for teacher candidates and the school when it distracts from student learning. Concerns most frequently involve hairstyles, jewelry, tattoos, and piercings. Immodesty, casualness, grooming, and hygiene also could be causes of concern. When in doubt about what a school finds appropriate, candidates are advised to check with the cooperating teacher and university supervisor before wearing or doing something they might later regret.

Teacher Candidate Responsibilities

Freshman and transfer students entering all secondary education programs (English, mathematics, the sciences, history/social sciences) must pass the Content/Knowledge Praxis II prior to student teaching.

- Note: Students who are majoring in Spanish must take the ACTFL OPI (Oral Proficiency Interview) and WPT (Written Proficiency Test) and achieve ratings of "Intermediate High" prior to their Professional Development Semesters.
- Note: Passing Praxis II is an admissions requirement for Secondary students.
- A candidate who has not completed a professional semester course may not begin student teaching until the deficiency has been corrected and the incomplete has been changed to a passing grade (B or higher).

According to the Connecticut State Department of Education, student teacher responsibilities include, but are not limited to:

- adhering to the Code of Professional Responsibility for Teachers (Sec. 10-145d- 400a) of Connecticut state regulations;
- adhering to the school's schedule, arriving on time, and attending all staff development activities and faculty meetings with the cooperating teacher;
- dressing appropriately and conforming to the school's expectations for teachers;
- becoming familiar with the Common Core of Teaching and Common Core of Learning;
- preparing daily lessons using the WCSU lesson plan format and submitting them to cooperating teachers and/or university supervisors prior to lessons;
- preparing units of study or working within units already in progress;
- observing other teachers' classes in addition to those of the cooperating teacher;
- becoming familiar with the school library and outside sources for curricular materials;
- participating actively in conferences with the university supervisor and cooperating teacher;
- assessing student learning;
- participating in school-wide activities, e.g., curriculum development, professional development committee, etc.
- maintaining professional behavior, demeanor, and attitude always.

All WCSU candidates, therefore, have responsibilities to the students, their cooperating teachers and public school(s) in which they are placed, their university supervisors, as well as to the university. Listed below are the core responsibilities.

To the students:

- Know the students as learners, what they know and what they can do related to the content and the instructional activities.
- Be a good role model to students in appearance, mannerisms, language use, and behavior.
- Encourage students to address teacher candidate as Mr., Ms., or Mrs.
- Get to know students' interests, abilities, and activities, and external stressors.
- Handle all personal information professionally and confidentially.
- Be patient with student progress, behaviorally and academically.

To the cooperating teacher and school:

- Be prepared for school each day with lesson plans and supporting materials, ensure that the supervising teacher has these in advance in case you are absent.
- Observe the same daily work schedule of the supervising teacher (at minimum), arrive 30 minutes prior to the opening of the school day and stay late.
- NOTE: The teacher candidate should not request permission to leave early or arrive late.
- Dress in compliance with local culture and school policy on dress code.
- Behave professionally to ensure credibility among your colleagues. Observe high standards of professional ethics; for example, never speak disparagingly or negatively of the school, the school personnel, or the students.
- Demonstrate the highest professional standard in the use of language, writing, use of electronic media and personal behavior—both in and out of the classroom.
- Use tact and discretion to guide actions in the faculty room. The student teacher can do more there to gain or lose acceptance by the regular faculty than anywhere in the school. The student teacher should stay out of arguments, listen well, attend to work, and criticize no one.
- Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.
- Volunteer to help with activities when you recognize a need exists, i.e. housekeeping, routine duties, and other ways to help within the class.
- Participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
- Actively seek feedback from the cooperating teacher, communicate proactively, and honestly.
- Actively participate in the midterm and final evaluation process.
- Be open-minded about the policies and procedures of the supervising teacher and the school and respect them; be flexible.
- Ask for help whenever you need it.
- Gain an understanding of the rationale/purpose behind specific lessons, units, and school wide programs.
- Keep data collection forms from the university supervisor, cooperating teacher, all lesson plans, and related teaching materials in his/her student teaching binder and/or e-portfolio. These will provide the basis for discussions during the student teaching seminar.

To the university supervisor:
- Be prepared with any requested materials prior to the arrival of your university supervisor.
- Treat university supervisors with the same professional respect as your colleagues in the school setting.
- Actively seek feedback from your university supervisor, communicate proactively, regularly, and honestly. Ask for help whenever you need it.
- Actively participate in the midterm and final evaluation process.
- Notify the university supervisor and cooperating teacher, in a timely manner, of an absence due to an illness. The university supervisor must be notified before the cooperating teacher. Permission for all absences other than illness must come from the university supervisor. Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment. The student teacher must secure permission from the university supervisor more than one day in advance of the date of an interview leading to a teaching position.
- Inform the university supervisor immediately if involved in any official legal situations/violations. (i.e., theft, alcohol-related violations, illegal drugs).

Cooperating Teacher Responsibilities

Cooperating teachers are the cornerstones of the student teaching experience. All cooperating teachers are TEAM trained. They guide and mentor the student teachers on a day-to-day basis, assign duties and responsibilities to them, and, with the university supervisor, evaluate the candidates' progress.

Cooperating teachers complete four (4) formal observation reports, mid-term and final rating sheets, and write letters of recommendation for their student teachers. The cooperating teacher gives all data collection forms and related documents to the university supervisor at the end of the semester. These forms are kept in the E&EPY office. See "University Supervisor" section of this handbook for further details regarding documentation of the student teaching experience.

Cooperating teachers offer the candidates professional and procedural support, including:
    1. interviewing and/or initiating contact with candidate before student teaching begins;
    2. serving as role models for candidates by continually promoting professionalism, discussing career responsibilities, and suggesting professional development opportunities;
    3. encouraging and guiding growth;
    4. facilitating introductions to other teachers and school staff;
    5. acclimating the candidate to the school setting, policies and procedures;
    6. delineating student teacher responsibilities, e.g., attending meetings, hours of attendance;
    7. informing the candidate of all school policies and rules concerning classroom management and discipline;
    8. providing access to texts, curriculum guides and classrooms/school materials, and resources.

Cooperating teachers offer instructional support, including:
    1. ensuring that the candidate understands and uses local, state, or national curriculum standards to support planning of instruction;
    2. sharing student learning background data;
    3. reviewing and discussing lesson plans on a continual basis;
    4. monitoring the candidates' use of textbooks, workbooks, and homework assignments:

5. discussing the relationship of content decisions, teacher methods and student learning;

6. conferring on the student teacher's instructional plans;

7. conducting observations of student teacher's instruction;

8. conducting post-observation conferences;

9. helping candidates reflect about their practices and to self-evaluate;

10. providing evaluative data to the university supervisor about the candidate's progress in meeting competencies. (From www.title2ct.org)

Each WCSU candidate will be alone with his/her students during the latter part of the student teaching assignment. The timing of this "take-over" period is left to the discretion of the cooperating teacher (see suggested schedule for the in collaboration with the candidate and the university supervisor. However, the cooperating teacher retains legal responsibility for all aspects of the class. Therefore, he/she must be readily available. Included below are listed some of the cooperating teacher's critical responsibilities:

To the students:
- Prepare students for the teacher candidate's arrival. Create an atmosphere where the teacher candidate feels part of the classroom community.
- Work collaboratively with the teacher candidate when planning instruction and assessment.
- The final authority for the classroom students' academic progress rests with the supervising teacher. If the student teaching experience is detrimental to students based on observations, documentation, and discussions with the university supervisor, the student teaching experience should be terminated.

To the teacher candidate:
- Acquaint teacher candidate with school policies and procedures.
- Introduce the teacher candidate to faculty, staff, school, and local communities.
- Define the extent of the teacher candidate's authority and responsibilities.
- Demonstrate and provide a variety of effective classroom management and discipline techniques.
- Communicate regularly:
    o review lesson plans,
    o observe teaching and teacher/student interaction, and
    o provide ongoing feedback with the teacher candidate.
    o Collaborate with the teacher candidate in instruction and assessment, as appropriate
- Observe the teacher candidate on a regular basis.
    o Provide verbal and/or written feedback of each observation.
    o Arrange to see all subjects/periods for which teacher candidate is responsible.
    o Use written summaries to help facilitate growth and development.
- Keep an individual file of the teacher candidate's progress.
- Provide structured feedback to teacher candidates using the Instructional Observation form.

A Note About the Student Teachers' edTPA Certification Evaluation: Cooperating teachers may not assist student teachers in the writing of their edTPA assessments. At the same time, they are encouraged to answer students' questions and guide them in their decisions about how to best provide evidence for the contents of the rubrics during edTPA tasks, or in their analysis of the learning tasks. They may also assist in the filming of particular learning episodes. However, they are under no obligation to do so, as this final project must be completed independently by the student teacher.

To the university supervisor:
- Communicate frequently with the university supervisor to support and evaluate the teacher candidate.
- Report any concerns about the teacher candidate to the university supervisor.
- Collaboratively prepare and present the midterm and final evaluations with the university supervisor to the teacher candidate to support growth and development.

To the student teaching program:
- Complete appropriate administrative documentation in LiveText.
- Become familiar with the Western Connecticut State University expectations of teacher candidates and the assessment forms.
- Complete the midterm and final evaluations and participate actively in the associated conferences, complete instructional observations, and help facilitate the student teaching seminar activities and evaluation if applicable.
- Submit a letter of recommendation for the student teacher candidate.
- Submit an evaluation of the student teaching experience.

Guidelines for Cooperating Teacher Observation of Teacher Candidates

Observing lessons taught by the teacher candidate is essential for evaluation and guidance. The candidate wants to know strengths as well as areas for improvement regarding curriculum, instruction, and assessment. (See "Guidelines for Communicating with Teacher Candidates" below) It is recommended that written records of candidate performance be kept for reference in reviewing evidence of growth and in preparing the final evaluation.

The following is a suggested list of items that might be considered when observing a lesson:

Planning
1. Have prerequisite skills for the lesson been determined?
2. Is the purpose of the lesson clear to the teacher and student?
3. Are the methods appropriate for the lesson?
4. Are students given an opportunity to share in planning when appropriate?
5. Is there continuity?
6. Can the teacher deviate from the plan without losing continuity?
7. Does the teacher summarize or conclude the lesson appropriately?

Performance
1. Does the teacher enrich the lesson with material beyond the textbook or manual?
2. Are new lessons related to previous lessons and experiences?
3. Are concepts well developed?
4. Is there depth in the lesson?
5. Does the teacher show enthusiasm while teaching?
6. Do voice, appearance, and manner aid the lesson?
7. Is the motivation successful?
8. Are multi-media materials and technological resources used effectively?
9. Do questioning techniques create an atmosphere for critical thinking on the part of the students?
10. Were lesson objectives achieved?
11. What evaluation techniques were used?

University Supervisor Responsibilities

The university supervisor's work to support the learning, growth and development of preservice students is an invaluable commitment to quality teaching and a qualified teacher for every child/adolescent. Supervision is a challenging responsibility, given the need to delicately balance support and guidance with critique and evaluation. Supervisors are critical to student teacher success because they guide preservice teachers to think not only about the "what" or "doing" of teaching, but also the "why" or thinking of teaching. Supervisors are responsible for moving new teachers from a focus on themselves to a focus on student learning. Western Connecticut State University depends on the supervisor's careful observation, astute judgment, fair and candid feedback and informed assessment to be able to confidently recommend WCSU graduates for teacher certification. Below are some suggestions, guidelines and basic procedural information that we trust will support the important work you do with our students.

Protocols and scheduling

Like WCSU teacher candidates, university supervisors are also guests in cooperating teachers' classrooms and in schools and representatives of WCSU. Thus, it is important for supervisors to become acquainted with school protocols governing entry into the school, dress and professional demeanor and cooperating teachers' expectations. It helps to get a sense of the rhythms and schedule of the classroom in which the teacher candidate is placed, and to meet with the cooperating teacher to explain the supervisor's role and discuss how and when observations will occur.

Maintaining high quality supervision

Below are some guidelines for ensuring that the supervision provided is beneficial to the teacher candidate's learning:

- Observe the student teacher on a regular basis over time and in a variety of situations/subjects.
- Provide specific and descriptive feedback on the student teacher's execution of professional responsibilities (lesson planning, implementation and assessment, classroom interaction, maintenance of records).
- Help the student teacher relate teaching theory to classroom practice (e.g., discuss reasons for selecting materials and methods).
- Encourage good planning and organization.
- Encourage independent, creative thinking in planning, use of materials, motivation, and teaching and assessment approaches.
- Help the student teacher develop consistent classroom management practices conducive to learning, which promote respect for others and for cultural and linguistic diversity.
- Encourage the habit of constant self-assessment, including post-lesson analyses, and the use of self-assessments for subsequent improvement.
- Maintain a professional working relationship with the student teacher and cooperating teacher.
- Encourage and support good rapport between the student teacher and her/his students.

Elements of an observation

Western Connecticut State University encourages a formal observation that constitutes:

- A **pre-observation conference** to discuss the teacher candidate's lesson plan and any other details pertaining to the lesson. This discussion could take place at the school site or over the phone one or two days beforehand. Supervisors are encouraged to review the teacher candidate's lesson plan prior

to the discussion to enrich the feedback and provide opportunities to offer suggestions from an informed perspective.

- The **observation of an actual lesson** or teaching episode/interaction where the teacher candidate is actively engaged with learners. This observation should last the entire period, so the supervisor is able to gather assessment data from lesson initiation to closure.
- A **post-observation discussion** should follow the lesson. This meeting gives the supervisor and the teacher candidate the opportunity to review, reflect upon, and assess the lesson together. Through the use of careful questioning, supervisors can help teacher candidates think about what they did and why, the decisions and pedagogical choices they made, and the consequences of their instruction on students' understanding. Again, this discussion could take place at the school site (if convenient), at WCSU, or over the phone.

Note: It is important to spread out observations over the course of the student teaching period (beginning, middle and end). Bunching observation visits for the purpose of expediency or efficiency is inappropriate and does not fulfill the spirit or goals of supervision. Similarly, observing two or more lessons in a row and counting each lesson as a separate "visit" is strongly discouraged.

Establishing channels of communication

University supervisors are TEAM trained, experienced classroom teachers. They assist candidates in the induction into the teaching profession by serving as mentors and observing them at least four times during the semester. They are the first people who should be contacted by candidates and cooperating teachers if questions or concerns arise.

Open communication between supervisors and cooperating teachers enhances and supports their work as colleagues and partners. Together with the cooperating teacher, the supervisor outlines the teacher preparation program responsibilities, requirements, and class assignments. University supervisors are advised to get to know their candidates' cooperating teachers, exchange phone numbers to facilitate opportunities to touch base and discuss progress between observations, and encourage cooperating teachers to co-observe, participate in subsequent post-observation conferences with teacher candidates. While the university supervisor's observations are critical to student teacher development, they still represent snap-shots of practice. Developing a professional relationship with the cooperating teacher allows the university supervisor to fill in the rest of the picture and triangulate observation data.

Critical communication responsibilities of the university supervisor are to:
- Facilitate the initial and closure meetings with the cooperating teacher and student teacher at the placement school and conduct a minimum of four observations of the candidate (a total of 6 visits to the school).
- Serve as liaison between candidate, cooperating teacher, the Coordinator of Student Teaching, and the department chairpersons and deans at WCSU; Communicate with teacher candidates, supervising teachers, and building administrators important information and responsibilities.
- Develop a collaborative approach to support the student teaching experience, clarify university performance expectations, and participate in the coaching process. (See "Guidelines for Communicating with Teacher Candidates" below)

Assessing teaching readiness and fit

An important aspect of supervision work involves assessing student teachers' readiness for teaching and for certification. Candid assessment is grounded in careful observation and descriptive, detailed documentation aids programs in designing additional (and appropriate) support structures and interventions if needed, and to make program adjustments when necessary. Given that all teacher candidates will not learn in the same way or at the same pace, WCSU recognizes that the university supervisor's work with the candidates helps them reach their potential as teachers. At the same time, it is important that candidates unsuited for the teaching profession are supported as they consider other career paths. Thus, assessment must be fair but rigorous and all teacher candidates are held to the highest standards of teaching quality.

University supervisors are TEAM trained, experienced classroom teachers. They serve as mentors to our candidates and observe them at least four times during the semester. They are the first people who should be contacted by candidates and cooperating teachers if questions or concerns arise. Included below are listed some of the **critical assessment responsibilities** of the university supervisor:

To the teacher candidate:
- Gain an understanding of all the university requirements a teacher candidate must meet and align expectations so that work is not duplicated.
- Observe and visit each teacher candidate a minimum of four times.
- Arrange to see a variety of the subjects/periods for which the teacher candidate is responsible.
- Keep an individual file of each teacher candidate's progress.
- Develop a collaborative approach to support the student teaching experience.
- Provide verbal and written feedback following each observation. Each observation will include a minimum of one full instructional session or period.
- Facilitate and participate actively in both the midterm and final evaluation conferences.
- Help facilitate improvement with the teacher candidate using the EDUCATOR Principles of student teaching.
- Review continuously the Student Teaching Performance Assessment materials and provide feedback about candidate's performance in relation to the criteria.
- Recommend the teacher candidate's final grade for student teaching based on collaborative work with the cooperating teacher.
- Prepare a letter of recommendation for the candidate.

To the cooperating teacher:
- Review the policies, expectations, and administrative tasks of the student teaching experience.
- Develop a collaborative approach to support the student teaching experience.
- Communicate and collaborate frequently with the supervising teacher to support and evaluate the student teaching experience.
- Collaboratively prepare and present the midterm and final evaluations with the supervising teacher to the teacher candidate to support growth and development.

To the student teaching program:
- Report any problems with the student teaching experience to the Director of Clinical and Field Experiences immediately.
  - Observe/document candidate's progress: ensure and document that the candidate demonstrates expected knowledge, skills, and dispositions to earn certification.
  - Evaluate candidate's performance; grade candidate in collaboration with the cooperating teacher (P/F)
  - Make sure all necessary documentation and assessments from all members of the student teaching triad are submitted to LiveText in a timely manner.
  - Submit to LiveText each candidate's completed observations, disposition ratings, STEI evaluations, and letters of recommendation shortly after closure meeting with each teacher candidate and his/her Cooperating Teacher. This must be done by the last weekday of final exam week for the academic semester. The official deadline for submitting completed student documentation may be found on page 3 of the Student Teaching Handbook.
  - Enter the final student teaching ratings into LiveText by the last day of final exam week for the academic semester. NOTE: Failure of the University Supervisor to submit all the above materials by this deadline will result in the candidate's receiving a final student teaching grade of INC (Incomplete).
    - The final completed documentation includes: :
      - Four observation reports
      - Midterm STEI Ratings, Mid-Term Dispositions ratings
      - Final STEI Ratings, Final Disposition ratings
        - *Note: Secondary data collection also includes forms for content competencies and related Mid-Term and Final Ratings Forms.*
      - **Letter of Recommendation**

Guidelines for Communicating with Teacher Candidates

1. Focus feedback on behavior rather than the person.
It is important that we refer to what a person does in the classroom rather than a personal trait. This focus on behavior further implies that we use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus, we might say a person "talked considerably in this meeting" rather than that this person is "a loudmouth."

2. Focus feedback on observations rather than inferences.
Observations refer to what we can see or hear in the behavior of another person, while inferences refer to our interpretation of the behavior (as in "you were defensive"). The sharing of inferences or conclusions may be valuable, but it is important that they be so identified.

3. Focus feedback on description rather than judgment.
The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong. The judgments arise out of a personal frame of reference or value grid, whereas description represents more neutral reporting.

4. Focus feedback on the sharing of ideas and information rather than on giving advice.
By sharing ideas and information we leave the receivers free to decide for themselves in the light of their own goals, in a particular situation at a particular time how to use the ideas and information. When we give advice, we tell them what to do with the information, and in that sense, we take away the freedom to determine the most appropriate course of action as well as reducing their responsibility for their own behavior.

5. Focus feedback on exploration of alternatives rather than answers or solutions.
The more we can focus on a variety of procedures and means for the attainment of a particular goal, the less likely we are to accept prematurely a particular answer or solution which may or may not fit a particular problem.

6. Focus on the situation or problem, not the behavior.
If an issue or problem arises, please speak openly with the student teacher about your concerns. In some cases, scheduling problems can be prevented with a confirmation phone call (not email) 1-2 days prior to the visit.

Director of Clinical and Field Experiences Responsibilities

Placement of Candidates
The Director of Clinical and Field Experiences is responsible for placing each candidate with a TEAM-trained cooperating teacher in a Connecticut public school. **Candidates may not seek their own placements; it is unacceptable for candidates to approach teachers and/or school administrators to seek placements.** The Director of Clinical and Field Experiences works with district personnel in area school districts in order to arrange placements for candidates. If the school to which a candidate is assigned begins at an earlier or later date than WCSU, arrangements must be made with the cooperating teacher and principal at the public school to begin the student teaching experience voluntarily according to that district's schedule.

Candidates may not student teach in the school districts in which they work or have worked, and they may not be paid for student teaching. In addition, candidates may not have "conflicts of interest" and must recognize that confidentiality issues can arise if student teaching is done in a school attended by children of friends or relatives. Therefore, candidates must advise the Director of Clinical and Field Experiences if they have personal or professional relationships with anyone – staff member or student – associated with a school in which placement is being considered.

The Director of Clinical and Field Experiences seeks input from the candidate and elementary, secondary, health, and music education advisors pertaining to possible student teaching sites. If a candidate has had previous contact with a teacher through volunteer work in a school or during the Professional Development Semester (PDS) experience and believes that the teacher is willing to accept him/her as a student teacher, he or she may notify the Director of Clinical and Field Experiences who, in turn, suggests this placement to the district facilitator (i.e. the person in the school district designated to work with universities to make student teaching placements) that he/she might consider contacting that cooperating teacher regarding a placement.

Specific responsibilities connected with the role of Director of Clinical and Field Experiences include:
1. communicating with prospective candidates and distributing the applications for student teaching placements at the close of the semester prior to student teaching.
2. facilitating the Opening Triad/Orientation meeting for Student Teachers (Candidates), Cooperating Teachers, and University Supervisors to share information about the student teaching process and documents.
3. acting as liaison between the E&EPY department, Cooperating Teachers, and University Supervisors who work with candidates during their 14 weeks (70 days) of field service.
   a. composing letters to Cooperating Teachers about their roles with candidates;
   b. answering questions and concerns by email and telephone.
4. serving as ombudsman for problems that occur for candidates during the semester:
   a. writing and answering email messages;
   b. responding to and conducting telephone calls;
   c. facilitating face to face meetings with candidates;
   d. facilitating preliminary meetings with ED &E PY chair about candidates' issues as listed in Denial from Student Teaching/Clinical Experience policy statement in the WCSU Undergraduate Catalog and E&EPY Department website:

- Facilitating meetings with candidates, Cooperating Teachers, University Supervisors, and E&EPY department chairperson to resolve student teaching placement issues as listed in Denial from Student Teaching/Clinical Experience policy statement;
- serving as consultant to the E&EPY chair about policies, practices, and precedents related to candidates.

5. organizing and conducting opening Triads and providing training in the use of the student teacher evaluation instrument:

      a. preparation and implementation of updated knowledge, skills, and dispositions as the CSDE and/or the university suggest change and revise the requirements of the TEAM Program (e. g. updated information about program requirements, training cooperating teachers and supervisors in the use of the Student Teacher Evaluation Instrument, etc.);

      b. organization and implementation of modified training sessions for cooperating teachers and university supervisors regarding the use of the student teaching evaluation instrument.

Chain of Communication

If a problem arises that cannot be resolved between the candidate and his or her cooperating teacher, the candidate or cooperating teacher first contacts the university supervisor and asks him/her to intervene. If this step does not result in resolution of the issue or solution of the problem, the university supervisor contacts the Director of Clinical and Field Experiences who may, depending on the situation, contact the chair of the E&EPY department. The E&EPY chair consults with all parties involved and meets with the candidate and his/her university supervisor to explore options and/or develop a remedial plan. Written minutes of all meetings are taken.

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PART IV: THE STUDENT TEACHING EVALUATION PROCESS

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Overview

The student teaching experience is designed as the culminating phase of the teacher education program. It allows candidates to practice the skills they have acquired, to reflect on the integration into a classroom setting of the theories and skills learned, and to grow professionally, in preparation for their first year teaching. The evaluation process has been developed to complement the practice, reflection, and growth within student teaching. Generally, the process includes the integrated use of structured observation, dispositional assessment, the midterm conference, the final conference. Each of these assessment activities is described below.

Candidates are evaluated according to the Student Teaching Documents that are based on the CSDE Title II Student Teaching Evaluation Instrument (CSDE STEI); this document was revised at WCSU prior to 2009-10 school year. Copies of the evaluation documents are found in LiveText.

Formal Observations

The Student Teaching Evaluation Instrument (STEI) has been designed to facilitate communication and feedback among triad members, to provide initial and ongoing focus on the performance benchmarks that will be assessed during the midterm and final conference, and to identify teacher candidate strengths and weaknesses early in the experience.

University supervisors will travel to the schools in which their student teachers have been placed ==or they will arrange for virtual observations with the other Triad members.== They observe lessons and write formal observation reports that form the basis for their assessments of the teaching performances of the candidates. The candidate must provide a lesson plan in the appropriate format and contain correct content. University supervisors ==of undergraduate and MAT interns or MAT student teachers observe== at least four times - twice before the mid-term date and twice in the second half of the student teaching semester. ==University supervisors of MAT DSAP candidates observe once in the first half of the semester and once in the second half of the semester==, as these candidates are evaluated by their school administrators and are provided a ==mentor paid for by the district.== Following an evaluated lesson, the university supervisor meets with the candidate to provide feedback on the lesson. It is important to include the cooperating teacher in this meeting if possible. However, it is not always possible for the cooperating teacher to attend. University supervisors welcome all input from cooperating teachers.

Note: To ensure that university supervisors and cooperating teachers share the same understanding of the STEI, university supervisors and cooperating teachers are strongly encouraged to schedule their first formal observation of the candidate together. After their joint observation, the university supervisor and cooperating teacher should use the STEI rubric to discuss how they plan to evaluate the candidate's performance. While the university supervisor and cooperating teacher independently complete their evaluations of the candidate's performance in LiveText, this discussion will ensure that their scores are calibrated.

The university supervisor and cooperating teacher communicate regularly to monitor the candidate's progress and to offer suggestions for improvement. Together, they determine whether the candidate passes of fails. The grade for student teaching will be noted as either P (pass) or F (fail).   Any concerns about a candidate's performance should be honestly and openly discussed with the candidate as soon as the concerns arise.

Dispositional Assessment
Dispositions reflect professional attitudes, values, and beliefs demonstrated through interactions with students, colleagues and all stakeholders. The Professional Dispositions Self-Assessment is an opportunity for the teacher candidate to reflect on his/her beliefs and values regarding fairness, learners, education and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout the preparatory experiences leading up to student teaching.

Candidates should complete the Professional Dispositions Self-Assessment prior to the Midterm Conference and share their self-reported ratings and examples with the triad. Both supervisors should verify with the candidates that the ratings and examples are accurate and reflect, as much as possible, the candidate's dispositions that are evident to others.

As part of the self-reflective process, candidates will highlight two to four areas of their dispositions on which they will try to make improvement during the remainder of the experience. During the Midterm Conference, candidates will share these key areas and offer some objectives for making that progress. Supervisors should share their ideas and suggestions for making those necessary changes during the Midterm Conference. Candidates will be responsible for recording those suggestions and then, keeping track of their efforts throughout the remainder of the experience. The triad should sign the form at midterm to indicate their agreement and revisit the areas for dispositional improvement at the final conference. The Professional Dispositions Self-Assessment is available on LiveText.

Midterm Evaluation Process

This evaluation has been designed as a formative process that incorporates detailed expectations of a first-year teacher. Additionally, the instruments are intended to facilitate important discussion among the members of the student teaching triad. All evaluations are completed electronically through LiveText. There are three components to this evaluation.

Part 1: Midterm/Final Evaluation Rubric

The Midterm/Final Evaluation Rubrics (BOTH STEI AND Dispositions Instrument) are central to the midterm and final evaluation conferences. Therefore, each member of the triad should *prepare for the* mid-term conference by reviewing the evaluation rubrics and noting any areas they want to discuss at the conference. This preparation should represent an honest, clear assessment of the teacher candidate's performance to date. It is recommended that the triad members bring examples from the notes/evidence sections of the STEI as reference points for the discussion. While it is recommended that all triad members wait until *after* the mid-term and final conferences to complete the STEI and Dispositions rubrics, triad members may want to complete the rubrics before the conference and make any needed adjustments once a live discussion of the candidate's performance has taken place.

Part 2: Midterm Conference

The triad is to have a midterm conference, facilitated by the university supervisor, after each triad member has completed preparations as stated above. Integral to the conference is a discussion of the teacher candidate's performance on both the STEI and the dispositions instrument, his/her skills, and areas for growth through the remainder of the student teaching experience. The supervising teacher and university supervisor also should bring concrete examples of the teacher candidate's performance to the discussion. Once the conference has been held, **all triad members should complete** (or make any revisions to) the **mid-term STEI and Disposition instruments in LiveText**.

Part 3: Midterm Conference Summary

In the "comment" section of the mid-term STEI, the University supervisor enters a summary statement of conference, including the areas of strength/ recommendations about areas to grow.

Expectations of Student Teaching Performance

Student teachers are expected to demonstrate mean ratings of a "2" ("developing") or "3" (proficient) on all of the teaching competency domains defined by the Student Teaching Evaluation Instrument. Every effort will be made to support student teachers throughout the clinical experience so that they graduate successfully. It is imperative that, throughout their clinical experience, student teachers receive evidence-based feedback aligned to the STEI so that they are informed about their own performance and can make any needed improvements as quickly as possible.

In situations of unusual difficulty regarding the unacceptable performance of the student teacher, the university supervisor and the Director of Clinical and Field Experiences should be notified immediately. The university supervisor will promptly arrange a conference to discuss the problem. If the problem persists, the university supervisor should follow the formal procedures outlined below (see page 39.)

Note: ANY MID-TERM EVALUATION THAT INCLUDES A "1" IN ANY OF THE DOMAIN MEAN SCORES WILL AUTOMATICALLY TRIGGER AN INTERVENTION RESPONSE. This means that the student teacher candidate will meet with the University Supervisor, the Director of Clinical and Field Experiences, and the Education & Educational Psychology Department Chairperson to develop a specific intervention plan. Written assessments of both the supervising teacher and the university supervisor will determine if the candidate's remediation is adequate to produce satisfactory program completion results. *A student candidate who is not making adequate progress during the plan's implementation may be dismissed from the student teaching experience. Students who have participated in an intervention plan must earn a "2" or higher in the relevant domain by the end of the student teaching experience in order to receive a passing grade.*

Final Evaluation Process

This summative evaluation represents a follow-up to the midterm conference and assessment, as well as a final appraisal of the teacher candidate's abilities in meeting the expectations of the student teaching experience. As an important culmination to the student teaching experience, the triad is strongly encouraged to begin the process one week prior to the end of the experience. This final evaluation process has four main components.

Part 1: Final Conference Preparation

This part of the final evaluation process should be an honest reflection of the teacher candidate's strengths and weaknesses across the Conceptual Framework. It is the final advice teacher candidates can take with them. The Final STEI Evaluation Rubric (see LiveText) is to be completed independently by each member of the triad prior to the final conference. Feedback reflecting the teacher candidate's progress towards meeting the specific expectations established at midterm, as well as readiness for the first year of teaching, must be listed.   To prepare talking points for the final conference, triad members are encouraged to collect specific examples of evidence from the formal observations that will inform the discussion about the teacher candidate's performance.

Part 2: Final Conference

The triad is to have a final conference, facilitated by the university supervisor, to discuss the teacher candidate's performance in meeting the expectations agreed upon during the midterm conference. The Midterm Conference Summary should be brought to the final conference and should serve as an instructive start to the discussion. The triad members should address the specific expectations identified at the midterm conference, the teacher candidate's progress, strengths, and overall readiness to be a first year teacher. Triad members will find supplemental evidence based on the STEI rubrics completed by the supervising teacher and the university supervisor. Finally, the triad should address the midterm Professional Dispositional Assessment rubric during the final conference, reviewing indicators that had been earmarked for dispositional improvement, sharing examples, and assessing whether or not those objectives have been met.

Part 3: Final Conference Summary

A formal Final Conference Summary should be completed by the university supervisor in the "comments" section at the bottom of the STEI, indicating the teacher candidate's rating on each element of the principles and reflecting the conclusions drawn from the final conference. It serves as a summation of the teacher candidate's performance and growth during student teaching and is a record of her/his grade (P/F). A satisfactory rating signifies that the teacher candidate has met successfully all of the expectations of student teaching and the Conceptual Framework. The university supervisor must record a satisfactory or failing grade on the Final Conference Summary for student teaching, for elementary and secondary teacher candidates, as applicable.

The LiveText database will include all observation forms, as well as all mid-term and final evaluation forms. These records will remain in the files of the Office of Clinical and Field Experiences and will be used for programmatic assessment.

Note: Student teachers who have participated in an intervention plan, but who nonetheless receive a final mean Domain score of "1" in the area(s) of intervention will receive a failing grade. Student teachers who have not participated in an intervention plan and who receive a final mean score of "1" in two or more Domains will receive a failing grade. Situations in which a student teacher who has not participated in an intervention plan, but who is at risk of receiving a single final mean Domain score of "1", must be communicated by the university supervisor to the Director of Clinical and Field Experiences immediately. These situations, albeit rare, will be reviewed by a Student Academic Review Committee to determine the student teacher's final grade as well as any other appropriate actions to be taken by the university.

Situations in which a student teacher who has not participated in an intervention plan, but who is at risk of receiving a single final mean Domain score of "1", must be communicated by the university supervisor to the Director of Clinical and Field Experiences immediately. These situations, albeit rare, will be reviewed by a Student Academic Review Committee to determine the student teacher's final grade as well as any other appropriate actions to be taken by the university.

Student teachers who have participated in an intervention plan, but who nonetheless receive a final mean Domain score of "1" (i.e., both the University Supervisor and the Cooperating Teacher assign an overall rating of "1" in the area(s) of intervention) will receive a failing grade. Student teachers who have not participated in an intervention plan and who receive a final mean score of "1" in two or more Domains will receive a failing grade.

Situations in which a student teacher who has not participated in an intervention plan, but who is at risk of receiving a single final mean Domain score of "1", must be communicated by the university supervisor to the Director of Clinical and Field Experiences immediately. These situations, albeit rare, will be reviewed by a Student Academic Review Committee to determine the student teacher's final grade as well as any other appropriate actions to be taken by the university.

Part 4: Final Recommendations

This part of the final evaluation process most likely will be used by the teacher candidate as letters of reference when applying for teaching positions. Both the supervising teacher and university supervisor are required to complete a Final Letter of Recommendation summarizing the teacher candidate's abilities and readiness to be a first-year teacher and her/his potential as a teaching professional. Both are strongly encouraged to provide specific examples of the teacher candidate's skills and potential. Only these two final recommendations will be available for teacher candidates to place in their e-portfolios.

A thorough final recommendation should include the following:
o Brief (1-2 sentences) description of placement and class(es) in which the teacher candidate worked
o Analysis of the teacher candidate's performance in all aspects of teaching (Conceptual Framework)
o Specific examples from the classroom(s) to support analysis of teacher candidate abilities.

When Problems Arise

When problems arise during a student teaching/clinical experience, the University Supervisor notifies the Director of Clinical and Field Experiences in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The Director of Clinical and Field Experiences then forwards this information to the Chairperson of the E&EPY department who, in turn, meets with involved parties - the candidate, the Director of Clinical and Field Experiences, the University Supervisor, and the Associate Dean/Certification Officer - to investigate the situation, develop plans for improvement, or to recommend dismissal of the candidate from the program.

The Chairperson of the E&EPY department confirms all decisions of this meeting via a letter to the candidate. The letter is signed by the Chairperson of the E&EPY department and the Director of Clinical and Field Experiences; copies are sent to the Dean and Assistant Dean of the School of Professional Studies.
- The candidate has the right to submit a written appeal within seven days of a notification of dismissal, to the Chairperson of the E&EPY department, the Director of Clinical and Field Experiences, and the University Supervisor. The affected candidate also has the right - within two weeks of the hearing date - to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

When A Student Is In Danger of Failing

A variety of consequences are considered when the student is in danger of failing or fails the clinical experience. Depending on the student's evaluative situation, some options that may be available to the student include:
- extension of the student teaching experience so that the student can demonstrate competence in the relevant domain, as agreed upon by the student, the University, and the participating cooperating teacher. *This extension would require approval by the participating school district's administration and may result in a delay in the student's graduation date.*
- withdrawal from the student teaching program prior to the final evaluation and switch to a content area major. *This may cause a delay in the student's graduation date.*

- withdrawal from the current student teaching assignment, and a re-assignment to a new clinical experience during a later semester; providing the student agrees to complete a series of appropriate remedial modules as determined by the Student Academic Review Committee prior to the replacement experience.

Dismissal from the Student Teaching Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EPY department - in consultation with the appropriate arts & sciences, health education, or music education faculty members - reserve the right to remove a candidate from any student teaching/clinical experience. A recommendation for dismissal can be based on but is not limited to:

1. Violation of the CSDE Code of Professional Responsibility (See Appendix)
2. Allegation or confirmation of a felony indictment.
3. Allegation or conviction for sexual, physical or emotional intimidation, harassment, or abuse of PK-12 students.
4. Evidence of abuse of alcohol or other drugs.
5. Non-professional behavior as documented by the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson.
6. An absence of five or more consecutive teaching days in a fourteen-week (70 full teaching days) assignment or three or more consecutive days in a seven week (35 full teaching days) assignment, without presenting a verified explanation.
7. A failure to adequately demonstrate the WCSU teaching competencies (i.e., any rating of "1" on a mean Domain score of the Student Teaching Evaluation Instrument) during student teaching or any clinical experience.
8. Written recommendation from the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson to the Chairperson of the E&EPY department and/or the Director of Clinical and Field Experiences that the candidate be removed from the clinical placement due to the candidate's failure to meet the school's expectations.

APPENDIX

Contact Information

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(a) PREAMBLE

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

The education profession is vested by the public with trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibility to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include commitment to the students, the profession, the community and the family. Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) RESPONSIBILITY TO THE STUDENT:

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

> (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;

> (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;

> (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

> (D) Foster in students the full understanding, application and preservation of democratic   principles and processes;

> (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

> (F) Assist students in the formulation of worthy, positive goals;

> (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

> H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

> (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by   federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) RESPONSIBILITY TO THE PROFESSION:

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

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

d) RESPONSIBILITY TO THE COMMUNITY

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

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

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

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

(A) Respect the dignity of each family, its culture, customs, and beliefs;

(B) Promote, respond, and maintain appropriate communications with the family, staff and administration;

(C) Consider the family's concerns and perspectives on issues involving its children; and

(D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

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

(A) Abuse his or her position as a professional with students for private advantage;

(B) Discriminate against students;

(C) Sexually or physically harass or abuse students;

(D) Emotionally abuse students; or

(E) Engage in any misconduct which would put students at risk; and

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

(A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;

(B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not: (A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

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

Teaching Certificates in Connecticut

<u>**Initial Educator Certificate**</u>

The Initial Educator Certificate is the first certificate issued on Connecticut's three tier continuum; it is valid for a period of three years. To qualify for the Initial Educator Certificate, an applicant must fulfill all preparation and eligibility requirements, including tests, in the endorsement areas requested and one of the following:
- Has completed a planned program of preparation at a regionally accredited institution in the field and at the grade level for which the certification endorsement is requested.
  or
- In lieu of a planned program of teacher preparation, has completed 20 school months of appropriate successful teaching or service in the same public school under a valid certificate or in an approved nonpublic school.

<u>**Interim Educator Certificate**</u>

- The Interim Educator Certificate may be issued at the initial or provisional level and is valid for one calendar year. There are two types of interim educator certificates: (1) The Nonrenewable Interim (Initial/Provisional) Educator Certificate and (2) the Interim (Initial/Provisional) Educator Certificate.
- The Nonrenewable Interim Educator Certificate is issued with Connecticut test deferrals and/or specific course deficiencies as provided by certification regulations.
- The Interim Educator Certificate is issued with specific course deficiencies as provided by certification regulations.
- Provisional and Professional Educator Certificates
- See CSDE regulations for information regarding the provisional and professional educator certificates.

The edTPA Capstone Assessment

The edTeacher Performance Assessment (edTPA) is a performance-based assessment to gauge readiness to teach at entry into the profession (SCALE, 2014). edTPA is a subject-specific assessment that includes versions for 27 teaching fields. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning and adjust their instruction to become more effective.

edTPA is focused on evaluating teaching performance at the pre-service level to effectively measure the candidate's readiness to teach. Teacher candidates are asked to demonstrate their skills in core areas, AND they must think and write critically about the work they do with students. These core areas include planning, instruction, assessment, and analysis. The edTPA requires candidates to design a learning segment, videotape their performance, analyze student artifacts, and reflect on student learning. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators.

edTPA is designed with a focus on subject-specific student learning and principles from research and theory, and to align with the authentic teaching practice of the teacher candidate. The tasks are integrated (that is, the learning goals, the instruction, and the student assessment are linked together) as they would be in the authentic work of a teacher. Each edTPA task requires the candidates to collect and submit direct evidence from the actual work of teaching; for example, student work samples or video recording of the candidates engaged in instruction and interacting with students around the content learning goals. The tasks represent not only the behaviors of the teacher, but also include the impact of the instruction on student learning as demonstrated through an analysis of student learning. Finally, the instructional tasks are considered within the context of the subject matter content and learning goals.

edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning, including the foundational work of the National Board for Professional Teaching Standards. It is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) as well as subject-matter content and pedagogical standards. edTPA was designed by the Stanford Center for Assessment, Learning, and Equity (SCALE) (AACTE, 2014), and is being implemented in over 31 states across the country to ensure that candidates are ready for "on the ground" work with students and families. In developing edTPA, experienced teachers and university faculty examined the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as well as state content standards and national subject matter organizations standards, and the teaching practices necessary to support students to master them. The kinds of learning edTPA requires candidates to teach to, and analyze in their teaching, are consistent with the CCSS goals and principles in math and English language arts, NGSS goals and principles for science, and state and subject matter organization "college and career ready" expectations.

 Each year the edTPA is adjusted based upon feedback from the field so that the assessment remains valid and reflects the current status of the profession.

An increasing number of school districts require extensive background checks of candidates who wish to student teach in their schools. Below is a letter from WCSU's Certification Officer about one school district's requirements:

Office of
The School of Professional Studies
White Hall

July 13, 2013

Dear Education Candidates:

Effective immediately, candidates who have been accepted for clinical experiences in Brookfield will be required to complete the following in addition to the national and state criminal history screenings that are required by the Connecticut State Department of Education:

Policy and Acknowledgement Form for Computer Network/Internet Use
Drug Test (cost to be paid by candidate).

No student teacher may begin student teaching until all documentation is on file with the TEAM facilitator in Brookfield.

If your placement(s) are in Brookfield, contact the Brookfield Personnel Department immediately for details about these requirements.

Teresa Kavanagh
Director of Human Resources
Brookfield Public Schools
100 Pocono Road; P. O. Box 5194
Brookfield, Connecticut 06804
Telephone: (203) 775-7623
Fax: (203) 740-3183
Email: kavanaght@brookfieldps.org

Note: While Brookfield is the first district in the greater Danbury area to require drug testing, we anticipate that others will follow.

Very truly yours,

Dr. Maryann Rossi
Associate Dean/Certification Officer
School of Professional Studies