



Exhibit 3.4.d.1

Documentation of Preparation of School Faculty for Their Roles

The Connecticut State Department of Education has established guidelines for support to Beginning Teachers through the new TEAM (Teacher Education and Mentoring) process. TEAM is a two-year induction program (<http://www.ctteam.org/>) which includes mentorship and professional development. Once hired, beginning teachers participating in the program are assigned a trained mentor to guide them through developing individualized growth plans, uniquely based on their own needs as educators.

Western Connecticut State University and Education Connection, in collaboration with our Regional Educational Service Center (RESA), periodically offers TEAM training for both university faculty and teachers identified by their districts who will be working with pre-service teachers in field experience and clinical practice portions of our programs. (Lists of participants may be accessed at [Connecticut TEAM-Trained Mentors](#) – password protected.)

Training expectations include faculty teaching courses in our initial programs that support the following field experiences and clinical practice; as well as Cooperating Teachers and University Supervisors:

Prior to Professional Program Entry (Elementary and Secondary):

Field Experience #1: ED 206 Introduction to Education

Field Experience #2:

EPY 203 Child Development in School (Elementary)

EPY 204 Adolescent Development in School (Secondary)

After Professional Program Acceptance:

Clinical Practice Experience #3:

Elementary: Professional Development in Schools (PDS) - semester prior to student teaching

ED 320 Professional Development School Experience (Elementary)

ED 210 Foundations of Literacy I: Reading Development

ED 301 Foundations of Literacy II: Development of Reading Comprehension with a Focus on Elements of Genre

ED 415 Elementary School Science: Content, Skills and Teaching Methods

ED 425 Elementary School Social Studies: Content, Skills & Teaching Methods

ED 430 Foundations of Literacy III: Assessment, Differentiated Learning and the English Language Learner and Special Needs Student

EPY 405 Introduction to Special Education

Secondary: Professional Development in Schools (PDS) - semester prior to student teaching

ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 386 Secondary Education

Professional Development School Experience

ED 440 Integrating Language

ED/BIO/CHE/ENG/ES/HIS/MAT/SPA/SS 385 Methods of Teaching in the Secondary Schools

EPY 405 Introduction to Special Education

One of the following secondary content methods courses:

ED/HIS/SS 441 Teaching History and Social Studies in Secondary Schools

ED/BIO/CHE/ES 442 Teaching Science in Secondary Schools

ED/ENG 447 Teaching English in Secondary Schools

ED/SPA 448 Teaching Spanish in Secondary Schools

ED/MAT 449 Teaching Mathematics in the Secondary Schools

Master of Arts in Teaching Program: During the two semesters prior to student teaching

Field Experience #1: ED 503 Educational Psychology

Field Experience #2: during one of the content methods courses

ED/BIO 566 Teaching Science in Secondary Schools

ED/SPA 568 Teaching Spanish in Secondary Schools:
Content and Pedagogy

MAD 549 Teaching Mathematics in Secondary Schools:
Content and Pedagogy

During Student Teaching: Clinical Practice

Clinical Experience #4 for Elementary and Secondary

ED/MED 340 Assessment of Teaching Strategies – Development and Support of the Teacher Work Sample (both elementary and secondary)

ED 341 Student Teaching – Elementary Majors

ED 431 Integrating the Emerging Literacies across Elementary Content (concurrent with Student Teaching)

ED 342 Student Teaching – Secondary Majors

Clinical Experience #3 for the M.A.T.

ED 502 Secondary Student Teaching for the M.A.T. Program

After Student Teaching (M.A.T. only – Clinical Experience #4)

ED 571 Urban Education Experience