Developing Quality Fieldwork Experiences for Teacher Candidates
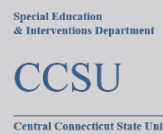
A Planning Guide for Educator Preparation Programs and District Partners

February 2017

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Connecticut Workgroup

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Preface

Reforming anything while simultaneously implementing it is a challenge, just like living in your house while renovating it. However, we believe continuous improvement directed toward how we prepare teachers will get us closer to our goal: *learner-ready teachers on day one of teaching* (see Appendix A, Connecticut's "Learner Ready" Definition).

Our work on the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center grant has entailed considerable thought, work, and collaboration. It has been a five-year process. The goals of aligning and improving educator preparation systems in the state are complicated and time consuming. There are barriers, to be sure: institutional, philosophical, and emotional. However, educator preparation programs (EPPs) and district representatives who have contributed to this work did so because they believe that this will improve what they do as individual faculty and district partners in preparing future teachers. The work of Connecticut's CEEDAR team, in concert with the work of the Educator Preparation Advisory Council (EPAC), has encompassed many aspects of our state's educator preparation system simultaneously (e.g., data systems, initial teacher performance assessment, inclusion of evidence-based practices in preparation across a wide range of programs—general and special education, and improving partnerships and practice opportunities). As Fullan (2006, p. 32) described in his discussion on change, motivation is extremely important:

What is CEEDAR?
The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center works collaboratively and intensively alongside partners within 20 states to revise, as necessary, teacher and leader preparation programs to ensure their graduates are prepared to support students with disabilities as well as students who struggle and English learners. States also work to develop an aligned policy context that supports these preparation reform efforts by focusing on several key policy levers, including licensure standards and processes for certification, and program approval requirements.

What is EPAC?
The Educator Preparation Advisory Council (EPAC) was established by the Connecticut State Board of Education on March 7, 2012, to advise on the transformation of Connecticut's system for the approval, regulation, and oversight of educator preparation programs. EPAC membership included representatives from professional organizations, PK–12 schools, and educator preparation programs (traditional public and private higher education institutions and alternate route to certification programs). In December 2016, the Connecticut State Board of Education approved the final recommendations from the EPAC for a new system for continuing program approval, including improving the quality of clinical experiences, adopting a new preservice assessment for teacher candidates, and implementing a new educator preparation quality data dashboard.

If you take any hundred or so books on change, the message all boils down to one word: motivation. If one's theory of action does not motivate people to put in the effort—individually and collectively—that is necessary to get results, improvement is not possible.

Fullan explained that the seven core premises of change theory—motivation, capacity building, learning in context, changing context, a bias for reflective action, tri-level engagement, and persistence and flexibility—are all about motivation and engagement. That is, they are about accomplishing the first premise [motivation], without which the change strategy will fail (Fullan, 2006).

Reforms are not "quick fixes" and require tremendous capacity building. We value the lessons learned from the EPP reform work within our state, across our institutions, and across states; Fullan (2006) called this "lateral capacity building." We do not all approach improvement and change the same way, and our contexts vary widely, but the cross-institutional relationships (EPPs, school districts, and state) and the dialogue provide us important opportunities to think beyond our own roles to engage in this work collaboratively.

We look forward to seeing this work come to fruition not only in Connecticut but also across the United States.

In Brief

The Challenge	The Opportunity	The Lessons
Reforming educator preparation systems to ensure that new teachers are ready day one of their teaching careers requires collaboration among policy makers, educator preparation faculty, and the P–12 school systems within which these new teachers will teach. Providing meaningful and continuous practice opportunities for teacher candidates is possible with careful planning and collaboration.	Educator preparation faculty at institutions of higher education within the state and their P–12 partners applied the current research on evidence-based teaching practices and effective clinical practice to improve educator preparation programs. Meaningful fieldwork is integral to every stage of teacher candidates' experiences.	Research on both effective fieldwork and quality partnerships between educator preparation programs and P–12 school systems was the foundation for development of this guide.

This planning guide, *Developing Quality Fieldwork Experiences for Teacher Candidates*, is designed to assist professionals within EPPs and local education agencies (LEAs) who are involved in teacher preparation to develop a common vocabulary and an informed method of planning fieldwork experiences for teacher candidates.

The guide provides information for university faculty and school-based educators on defining and planning field experience strategies that are aligned, carefully sequenced, and practice based. These strategies aim to define roles and responsibilities of participants who can make meaningful contributions in developing the next generation of teachers.

Principles Followed in the Development of This Guide

1. Teacher preparation is a shared responsibility among school administrators, practicing teachers, and faculty within EPPs.

2. Collaboration among professionals in the field and professionals within EPPs improves preparation experiences and benefits teacher candidates.

3. Practice-based preparation improves teacher candidates' readiness to address diverse learning needs from the first day of their teaching careers.

4. Practice experiences occur throughout a preparation program, from beginning coursework to culminating student teaching.

5. Practice experiences are scaffolded carefully and thoughtfully to facilitate the development of confidence and success of teacher candidates addressing varied student needs.

6. Practice experiences are designed based on research on effectiveness and impact.

7. EPP and practice experiences are intended to be responsive to varied community and cultural contexts.

8. EPP improvement is iterative and ongoing; regular feedback on practice strategies, partnership agreements and configurations, responsiveness to context, among other equally important considerations depending on the individual program goals, is solicited regularly and used to further improve the preparation programs.

We want to encourage those involved in designing and delivering teacher preparation to follow these tenets:

▶ **Evidence-based instructional practice (EBP)** (i.e., determining what teacher candidates should learn in a preparation program should be based on valid research).

▶ **Practice-based preparation** (i.e., ensuring that teacher candidates have substantive opportunities to engage and enact certain key teaching practices in carefully planned and scaffolded experiences—in coursework with thoughtfully designed practice activities, in fieldwork across a variety of placements, and in schools and with students—by the time they begin their careers as teachers).

Teacher candidates need many opportunities to practice key aspects of teaching while learning about high-quality instruction throughout their preparation programs. In more traditional preparation models, student teaching is often the culminating clinical practice experience occurring at the end of the program. Most programs have thoughtfully constructed these experiences with clear learner outcomes and evaluation strategies, and we support that. Thus, student teaching is not the focus of this planning guide. Instead, we turn our attention toward the development of earlier fieldwork experiences.

> This guide demonstrates commitment to increased quality practice opportunities throughout teacher preparation. It focuses on the structured fieldwork experiences that will occur prior to the culminating student teaching experience to ensure that EPPs scaffold these opportunities from admission to student teaching.

This guide demonstrates commitment to increased quality practice opportunities throughout teacher preparation. It focuses on the structured fieldwork experiences that will occur prior to the culminating student teaching experience to ensure that EPPs scaffold these opportunities from admission to student teaching. EPPs should focus on the critical outcomes and strategies for practice that prepare the teacher candidate not only for student teaching but also for day one of teaching as a fully certified teacher. Improvement in teaching is tied integrally to thoughtful, spaced, deliberate practice of quality instruction of P–12 students. As Elmore (2004, p. 73) said, "Improvement is more a function of learning to do the right things in the settings where you work."

Zeichner (2010, p. 95) further identified that:

> Since the early days of teacher education programs, colleges and universities in the United States, scholars have argued against unguided school experience and for carefully planned and purposeful school experiences based on the quality of teacher learning that is associated with each.

The next section of this guide defines and discusses the attributes of effective practice and how a more complex conceptualization of fieldwork might be implemented within educator preparation programs.

Role of Practice in Coursework, Structured Field Experiences, and Student Teaching

Practice is essential to improving and mastering specific techniques for all performance-based professions. Medicine, plumbing, cosmetology, and the law are examples of professions that require demonstrated performance skills as a component of obtaining a license to practice.

> Research has demonstrated that the way practice opportunities are designed is important in developing skilled practitioners.

Certainly in education, recommendations proliferate on increasing the opportunities for teacher candidates to develop their craft through improved, scaffolded, and extended practice opportunities (Ball, Sleep, Boerst, & Bass, 2009; Leko, Brownell, Sindelar, & Kiely, 2015; National Council for Accreditation of Teacher Education [NCATE], 2010). However, research has demonstrated that the way practice opportunities are designed is important in developing skilled practitioners. The term "deliberate practice" is often used to differentiate better practice opportunities from less effective practice. Based on research from psychology, neuroscience, sports, and other disciplines in which the study of excellence in performance is central, deliberate practice is carefully sequenced and calibrated practice that builds on one's current knowledge and skill in conjunction with performance feedback (Ericsson, 2014; Ericsson, Krampe, & Tesch-Romer, 1993). Given the limited time teacher candidates spend in preparation programs, using available opportunities in carefully calibrated pedagogical knowledge acquisition activities aligned with pedagogical application practice is critical. Therefore, it is important to understand what types of practice work best at different stages of teacher preparation and at different points in a program.

Evidence-Based Practice Strategies

Research has shown that certain practice strategies are most effective within the contexts of different teacher preparation activities. What follows is a brief delineation of evidence-based practice strategies that are most applicable for

▶ learning and practicing "how to teach something or someone" within courses,

▶ learning and practicing "how to teach something or someone" within structured field experiences, and

▶ practicing and learning "how to teach something or someone" within the more immersive student teaching experience.

These three learning contexts represent the most frequent learning opportunities found in initial educator preparation experiences. Table 1 shows examples of evidence-based strategies implemented within coursework, fieldwork, and student teaching.

Table 1. Evidence-Based Practice Strategies

Evidence-Based Strategies	Coursework	Fieldwork	Student Teaching
Case-study instruction: Use instructional case studies that exemplify a unique teaching/learning scenario in a particular context.	X		
Microteaching: Plan a learning activity and practice it with peers.	X		
Virtual simulations: Use digital simulations that utilize avatars to "practice" on.	X		
University constructed teaching environments: Practice in teaching and learning settings constructed by the preparation program faculty.	X	X	
Field experiences aligned to coursework: Guided observations or mini practice situations in the field tied to a particular learning objective from courses. (See Sample Observation Guide in Appendix B.)	X	X	
Video analysis: Novice teacher or experienced teacher practice captured on video for use in critical dialog about observed teaching/learning events. (See Sample Video Analysis Assessment Guide in Appendix C.)		X	
Tutoring: Candidate teaches a K–12 student in a one-on-one dyad to develop and practice a particular set of skills across a series of lessons. (See Sample Tutoring Guide in Appendix D.)		X	
Lesson study: Collaborative team of teacher candidates work together to analyze data, plan a lesson, each teach the lesson, and debrief about outcomes of the lesson design and implementation. (See Sample Lesson Study Guide in Appendix E.)		X	
Coaching: Observation and feedback provided to a novice by a "coach" (someone with specific expertise in whatever is being learned, or by a peer learning similar skills). (See Observation/Coaching Guide for School-Based Practitioners in Appendix F.)		X	X
Action/practitioner research: Analysis of a teaching/learning sequence through the collection and analysis of baseline data and intervention data to understand cause-and-effect relationships.		X	X
Deliberate practice in specified, controlled (simplified) classroom contexts with feedback: Instructional responsibility that is limited to maximize learning and feedback for the teacher candidate without extraneous events complicating the experience.[a]		X	X

Evidence-Based Strategies	Coursework	Fieldwork	Student Teaching
Deliberate practice in unconstrained (complex) classroom contexts with feedback: Teacher candidate assumes all instructional responsibility to understand the complexity of student learning in groups while addressing individual needs, over time, in various classroom and curricular areas.[b]			X

Note. See the CEEDAR and GTL practice guide *Learning to Teach: Practice-Based Preparation in Teacher Education* (Benedict, Holdheide, Brownell, & Foley, 2016) and *Learning to Teach: A Framework for Crafting High-Quality, Practice Based Preparation* (Benedict, Foley, Holdheide, Brownell, & Kamman, 2016) for more information on evidence-based practice strategies and the research supporting their inclusion in this table.
[a] Simplified classroom contexts are defined as teaching settings with some supports that lessen potential challenges (e.g., peer teacher, coteacher, and small-group instruction).
[b] Complex classroom contexts are environments in which candidates will face all of the unpredictability and overlapping responsibilities of managing typical classrooms. The candidate will probably have fewer supports and scaffolds (teacher may be in and out of the room, more independent responsibility, larger group instruction, etc.).

Shared Responsibility and Partnership Between EPP Faculty and School-Based Educators

We believe that shared and informed planning and decision making among preparation faculty and supervisors from EPPs and school-based educators about teacher preparation experiences will benefit teacher candidates. The Council for Accreditation of Educator Preparation (CAEP) Standard 2 (2015, para. 7) states the following expectations for EPP and LEA partnerships on clinical experiences:

> 2.3 The provider [Educator Preparation Program] works with [School-Based] partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P–12 students.

Defining Quality Partnerships

Research has suggested that teacher candidates best learn how to teach when learning is in context and they interact with the materials and tools of teaching practice. They learn from teaching and by embedding within a broad community, including experienced teachers, other teacher candidates, teacher educators, and students (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005). Thus, the quality of each LEA and EPP partnership is of great importance.

A report by the blue ribbon panel on clinical preparation and partnerships for improved student learning commissioned by NCATE (2010) recommended that:

> School districts, preparation programs, teacher unions, and state policy makers must form strategic partnerships based on the recognition that none can fully do the job alone. Each partner's needs can be met better by defining clinically based teacher preparation as common work for which they share responsibility, authority, and accountability covering all aspects of program development and implementation. (p. 6)

It takes time to develop a mature and encompassing partnership. Thus, variables that might impact partnership quality and may be in flux at particular moments of time include the preparation program and district shared vision of partnership outcomes, allocation of institutional resources, identification of mutually beneficial goals, and ultimately systemic changes in policy and practice in the partnering institutions.

The authors of the NCATE (2010) report acknowledged that partnerships exist along a continuum of partnership development. It takes time to develop a mature and encompassing partnership. Thus, variables that might impact partnership quality and may be in flux at particular moments of time include the preparation program and district shared vision of partnership outcomes, allocation of institutional resources, identification of mutually beneficial goals, and ultimately systemic changes in policy and practice in the partnering institutions. In other words, partnerships will vary in level of intensity and scope and change over time; regardless, attention must be paid to fostering quality collaboration.

Quality indicators for consideration in partnership development (King, 2014) can be grouped within the following categories:

1. Partnership vision
2. Institutional leadership
3. Communication and collaboration
4. Joint ownership and accountability for results
5. System alignment, integration, and sustainability
6. Response to local context

In the references list, we provide a link to the Partnership Effectiveness Continuum (King, 2014), which includes a [rubric](#) that can be used to direct and assess partnership development and quality.

Suggested Planning Processes

One resource available for facilitating EPP self-assessment or faculty dialogue about the design of clinical experiences is the [TPA Model for Assessing Clinical Teacher Preparation](#) (Teacher Prep Analytics, 2014). This tool may point to gaps in clinical experiences that could focus the planning and reform of these clinical activities across programs and with LEA partners.
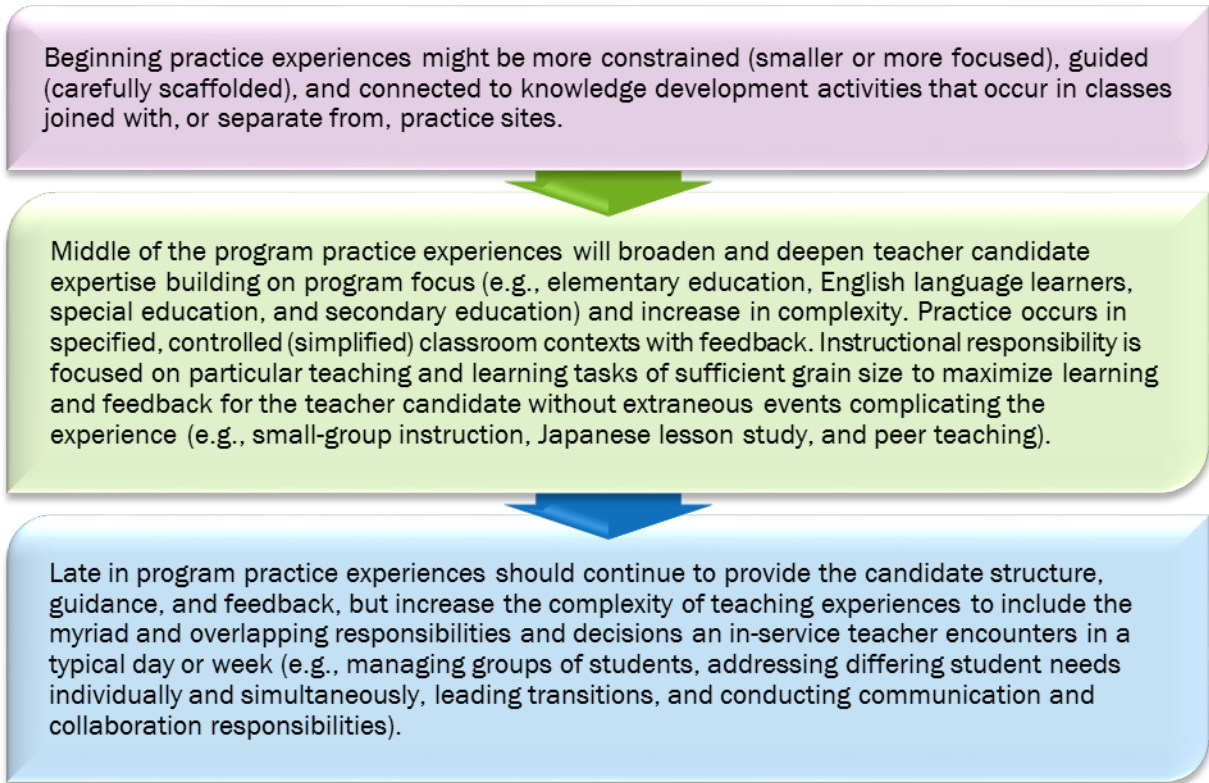
An intended outcome of shared planning among preparation faculty, school-based educators, and school leaders is to ensure that pedagogical knowledge acquisition addressed in courses in EPPs will be tightly linked to application in LEA classrooms and with students.

EPPs vary depending on age of intended students (elementary or secondary), discipline (content or specialization), and level of license (initial, advanced, specialized). EPPs are structured differently depending on undergraduate or graduate education contexts. Regardless, all EPPs move along a sequence from the beginning, to the middle, and to the end of the program, leading to acquisition and demonstration of the competencies that a teacher candidate needs before being recommended for certification or licensure.

> It is recommended that all stages incorporate partnership and collaboration between the EPP faculty and school-based educators in planning, executing, and evaluating the quality of the experiences.

Using the construct of beginning, middle, and end, we recommend that EPP designers think about the following:

Beginning practice experiences might be more constrained (smaller or more focused), guided (carefully scaffolded), and connected to knowledge development activities that occur in classes joined with, or separate from, practice sites.

Middle of the program practice experiences will broaden and deepen teacher candidate expertise building on program focus (e.g., elementary education, English language learners, special education, and secondary education) and increase in complexity. Practice occurs in specified, controlled (simplified) classroom contexts with feedback. Instructional responsibility is focused on particular teaching and learning tasks of sufficient grain size to maximize learning and feedback for the teacher candidate without extraneous events complicating the experience (e.g., small-group instruction, Japanese lesson study, and peer teaching).

Late in program practice experiences should continue to provide the candidate structure, guidance, and feedback, but increase the complexity of teaching experiences to include the myriad and overlapping responsibilities and decisions an in-service teacher encounters in a typical day or week (e.g., managing groups of students, addressing differing student needs individually and simultaneously, leading transitions, and conducting communication and collaboration responsibilities).

It is recommended that all stages incorporate partnership and collaboration between the EPP faculty and school-based educators in planning, executing, and evaluating the quality of the experiences. The following two sections titled *Planning Field Experiences* and *Implementing and Evaluating Field Experiences* include suggestions of potential decisions for partners to consider together.

Suggestions for Planning Field Experiences

☑ Constitute a planning team made up of EPP faculty and LEA partner representatives (experienced teachers and administrators from districts where field experiences will occur).

☑ Think about national, state, and local teaching standards to be met.

☑ Explore data about state educator needs and past graduates' performance.

☑ Identify organizing beliefs that will become the context in which the program is situated and to which all clinical experiences will be linked (e.g., inclusive education, culturally responsive education, and urban education).

☑ Clarify program-unifying practices (e.g., signature assignments, pervasive orientation toward culturally responsive pedagogy, and universal design for learning) that will be emphasized throughout the program.

☑ Define the evidence-based practices that will inform methods class content across varied instructional domains (e.g., literacy, mathematics, and behavior management).

☑ Consider the flow of experiences candidates will have to assist them in developing desired dispositions, knowledge, and skills to become a confident and effective beginning teacher. Field experiences are connected to specific knowledge development opportunities (courses, modules, etc.) and to the program. Thus, while implementation in real time might be connected to a particular course, all individuals involved in program implementation know and understand when these field experiences occur and how they build to other field experiences as a coherent whole.

☑ Identify classrooms and host teachers for fieldwork collaboratively with the school district partners who are engaged in joint planning with the EPP based on criteria that can include (but is not exhaustive) quality or experience of the teacher(s), unique curriculum opportunities, unique student body opportunities, consideration of diverse contexts, and so on. These criteria should be determined by the EPP planning team.

Suggestions for Implementing and Evaluating Field Experiences

☑ Ensure that there is ongoing dialog between and among candidates, EPP faculty, and school-based educators on evolving understanding of teaching all students effectively.

☑ Provide teacher candidates with the criteria and assessment tools (e.g., observation guides, lesson analysis, and video analysis of teaching) that will be used to evaluate their growth across the full range of field experiences so that all understand the expected growth trajectory of candidates.

☑ Develop strategies and tools for presenting feedback to candidates, and communicate and delineate roles and responsibilities of the fieldwork supervisor and host teacher in providing feedback to the teacher candidate.

☑ Evaluate whether experiences were appropriately sequenced, spaced, and repeated, and offered sufficient practice with time for candidates to reflect with feedback before practicing again.

Table 2 shows an example of practice-based teacher education from beginner experience, mid-program experiences, and end-of-program experiences.

Table 2. Example Sequence, Roles, and Responsibilities in Providing Practice-Based Experiences

Beginning Experiences: Ensure appropriate scaffolding of the practice-based opportunities and field experience strategies across semesters or courses to ensure both knowledge and skill development as candidates begin their preparation experience.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
Beginning of Program Experiences	**Case studies**	▸ Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities.	▸ Review case studies and verify the accuracy of the scenarios.
	Guided observation	▸ Develop observation expectations and guide in collaboration with LEA partner. ▸ Agree on feedback strategy and construct a collaborative structure to provide it to candidate.	▸ Develop observation expectations and guide in collaboration with EPP partner. ▸ Provide appropriate context and model. ▸ Agree on feedback strategy and schedule to provide to the candidate.
	Case studies Microteaching	▸ Instructors develop realistic case studies with problems of practice embedded within full and rich characterizations of children, their families, and communities. ▸ Develop evidence-based micro teaching experiences aligned with course content.	▸ Teachers and families provide their stories to ensure that the case studies are truly represented and richly detailed.
	Tutoring experience	▸ Identify instructional evidence-based and high-leverage practices candidates will use in tutoring linked to student needs. ▸ Develop tutoring partners to improve feedback structure.	▸ Teachers assist in setting up tutoring groups, identify student instructional needs, and determine appropriate evidence-based practices. ▸ Teachers provide feedback to candidate tutoring teams with faculty partner.

Mid-Program Experiences: Plan knowledge development and field experiences to build on prior knowledge developed earlier in the program and increase complexity in experiences.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
Mid-Program Experiences[a]	**Microteaching** **Virtual experience (TeachLivE) in managing class and individual behavior**	▶ Develop evidence-based microteaching experiences aligned with course content. ▶ Work with virtual simulators on classroom and individual behavior management scenarios.	▶ N/A
	Tutoring experience	▶ Identify instructional evidence-based and high-leverage practices candidates will use in tutoring linked to student needs. ▶ Develop tutoring partners to improve feedback structure.	▶ Assist in setting up tutoring groups, identify student instructional needs, and determine appropriate evidence-based practices. ▶ Provide feedback to candidate tutoring teams with faculty partner.
	Lesson study	▶ Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards, and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction.	▶ May or may not be involved in facilitating lesson study.
	Practicum or full immersion teaching experience	▶ Instructional coaching strategy utilized, or ▶ Focused feedback strategies used tied to teaching performance rubric.	▶ Shared instructional coaching strategy utilized, or ▶ Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor.

[a] Some strategies may be repeated throughout programs but with increasing intensity of training experience and learning outcomes.

End of Program Experiences: Plan field experiences, practica, and student teaching that allow candidates to experience the full complexity of teaching diverse students representing varied communities and needs.

	Practice-Based Experience Strategy	Roles and Responsibilities of Partners	
		EPP Faculty	School-Based Educators
End of Program Experiences	**Lesson study**	▶ Faculty facilitate teams of candidates who work collaboratively to: (1) analyze student data, standards and curriculum; (2) plan a lesson based on the analysis; (3) implement instruction with assigned students; (4) analyze impact of instruction on student learning; and (5) debrief and discuss subsequent instruction.	▶ May or may not be involved in facilitating lesson study.
	Practicum or full immersion teaching experience	▶ Instructional coaching strategy utilized, or ▶ Focused feedback strategies used tied to teaching performance rubric.	▶ Shared instructional coaching strategy utilized, or ▶ Shared and focused feedback strategies tied to teaching performance rubric are used in coordination with EPP supervisor.
	Student teaching or culminating experience		

Considerations for Designing and Implementing Field Experiences

We propose five critical components to designing and implementing field experiences. Table 3 organizes the design and implementation considerations into five groups:

1. Design of field experiences across planned programs.

2. Development of specific field experiences.

3. Coordination of shared responsibility between the EPP and LEA.

4. Communication with and between the EPP and LEA.

5. Professional learning and calibration of faculty and school-based educators.

The design and implementation of these components involves the representatives of an EPP and the LEA, and of course candidates:

▶ EPP administration and committees involved in the clinical experience or curriculum designs and governance,

▶ Faculty, including full-time, adjunct, and clinical experience supervisors, and

▶ LEA educators, including teachers, school leaders, and central office administrators.

Table 3 provides recommendations and examples of roles and responsibilities of EPP faculty and LEA educators.

Table 3. Considerations for Designing and Implementing Field Experiences

Field Experience Design Consideration	Recommendations	Example Roles and Responsibilities for EPP Faculty and School-Based Educators
Design and sequence of field experiences within courses and across planned programs	Planned program field experiences should: Be sequenced within a semester or across semesters to address coordination, alignment, and scaffolding of practice-based outcomes. Be directly linked to course learning objectives and content acquisition. Require teacher candidates to engage in and demonstrate meaningful teaching and "high leverage" skills rather than general awareness and observation of the classroom context. Be "owned and directed" by the program rather than individual faculty who might want to develop unique field experiences tied to his or her class.	*EPP Faculty* Faculty must collaborate to identify practice-based strategies (see Table 1 for description) for each stage of candidate development and first teach, model or apply them in their individual classes and then in respective field experiences. Through collaborative review of the continuum of field experiences, redundancies and gaps can be identified. Faculty must communicate with each other and coordinate practice so that the experience of the teacher candidate moving from course to course and among field experiences build candidate knowledge and skills in a logical way to increase competence and confidence (and not overwhelm). Faculty need to include school-based educators in developing and/or providing feedback on the continuum of program field experiences to ensure adherence to EBPs and school contexts in which teacher-candidates will practice. *School-Based Educators* School-based educators, including school leaders, must be included in EPP program development, particularly field experiences, which is a critical element of building EPP/LEA partnerships.

Field Experience Design Consideration	Recommendations	Example Roles and Responsibilities for EPP Faculty and School-Based Educators
Development of specific field experiences	Practice-based activities included within each field experience should: Be defined by national, state, and institutional standards and focus on building critical instructional competencies. Define the roles and responsibilities of the school-based educator, EPP supervising faculty, and the candidate. Delineate the formative and summative assessment standards for candidate demonstration of competency. Consider the learning trajectory of the teacher candidate with appropriate, sequenced, feedback strategies applied and shared with all school-based educators involved with the candidate. *See Figure 1 or Appendix G, Clinical Experience Planning Template.*	*EPP Faculty* Faculty within and across individual programs should collaborate to design sufficient field experience opportunities that allow candidates to develop and practice the application of knowledge and pedagogical skills from beginning of the program up to student teaching. To the extent possible, by time and credit load, faculty should consider using semester-based (as opposed to course-based) field experiences that span the timeframe and within which candidates can demonstrate application of knowledge and skill from multiple course perspectives and outcomes. This economy of scale allows ease of placement and focus for candidates within a semester and a specific school or district setting. Discuss with school-based educators and come to agreement that the tasks used to assess candidates • are directly aligned with course and program objectives; • measure critical and substantive demonstration of a set of skills that scaffold; and • build candidate pedagogical knowledge and skills described in program, institutional, and national standards. *School-Based Educators* District partners should ensure that they are part of a coordinated planning process with an EPP around candidate placements. Teacher(s) or school leader(s) must take into account the goals of the EPP and the practices they are instilling in their teacher-candidates, as well as the programs and practices supported by the district when planning with the EPPs. This behavior will open the door for learning, conversation, debate, and change to occur in both environments.

Field Experience Design Consideration	Recommendations	Example Roles and Responsibilities for EPP Faculty and School-Based Educators
Coordination of shared responsibility between EPPs and LEAs	Quality, aligned fieldwork requires recognition of a reciprocal, collaborative relationship between EPPs and fieldwork sites, and therefore, among all of the professionals who work within these entities. Delineate specific responsibilities of a designated institution of higher education (IHE) field placement entity (or entities, e.g., by department or program) at the IHE, and likewise, at the partner district(s) and identify and confirm yearly specific timelines for field placement practices. Identify teacher candidate responsibilities relative to expectations of communication, conduct, dress, privacy, etc. and confirm shared expectations.	*EPP Faculty* Ensure all necessary parties at the EPP (e.g., curriculum committees, field experience/student teaching coordinating office, professional development school coordinating council) are informed about required field experiences. The EPP must be the point of contact with the identified LEA contact in making placements rather than having candidates make their own placements and contacting the LEA central office, school principal, or individual teachers. *School-Based Educators* Ensure all necessary parties at the LEA (e.g., student teaching/field experience coordinator, district curriculum directors, school administrators, etc.) are informed about required field experiences. A teacher or school leader should understand field experience timeframes, candidate expectations for demonstration of knowledge and skills at key points of the program, the outcomes to be supported, and who the EPP contact is.
Communication with and between EPP and LEA partners and candidates	All members of the partnership should be knowledgeable about the entire teacher preparation sequence of courses and clinical experiences. *See Figure 1 for Planning Template.* Communication structures and strategies in place should be revisited and updated annually based on EPP, LEA, and candidate need. All members of the partnership should understand their role in the preparation program, what comes before and after their participation, and what the teacher candidate should accomplish when with that partner. Resources and information about the partnership should be easily accessible in a common site for all (faculty, school-based educators and leaders, and candidates) to access.	*EPP Faculty* Develop and enact a communication plan that includes participation by faculty at the EPP, adjunct instructors for the EPP, teacher candidates, LEA district and building administrators, and host practicing teachers. Revisit and improve the communication plan on a yearly basis. Be informed about the program sequence and their role in providing their particular component of the aligned course/clinical experiences. *School-Based Educators* School leaders and host teachers should participate with the EPP in developing and implementing the communication plan to ensure consistent and accurate information for all parties.

Field Experience Design Consideration	Recommendations	Example Roles and Responsibilities for EPP Faculty and School-Based Educators
Professional learning and calibration of EPP faculty and LEA educators on assessment standards and feedback	EPP faculty and school-based educators supervising candidates should engage in dialog and collaborative discussions about various protocol and assessment expectations, including: The outcomes for the field experiences as based on teaching and content standards. Candidate formative and summative assessments that will be used to measure competencies. Calibration and application of the rubrics and proficiency levels for the assessment task. Use of assessment data for candidate feedback and, if necessary, remediation.	*EPP Faculty* Provide professional learning opportunities for faculty about practice strategies, feedback strategies, and partnership expectations. Engage in professional dialog to ensure that there is common understanding and agreement on assessment tasks and performance expectations for the various sections of the same fieldwork experience in the program and across programs. *School-Based Educators* Engage in professional learning or dialog opportunities about practice strategies, feedback strategies, partnership expectations, and assessment of candidate competency.

Planning Tools for Charting Field Experiences With EPP Faculty

As part of the development of this guidance document, a field experience planning template (see Figure 1) was created and piloted with two EPPs. After discussing the examples among the faculty developing them and the LEA representatives who might receive them, it was agreed that the field experience template information would be helpful to faculty, candidates, district-level personnel, and the school-level educators using it.

The blank clinical experience planning template and the two examples from Central and Southern Connecticut State Universities are provided in Appendices G, H, and I. The purpose of the planning document that an EPP and their LEA partners create is twofold:

1. To map the field experiences for a particular program in which candidates will participate, where it falls within the program and course sequence, and what the roles and responsibilities for school-based educators and faculty supervisors will be.

2. To outline for preparation program faculty the scope and sequence of field experiences to use in communicating with partner school district personnel so that all parties understand the expectations for field experiences, what comes before and after a particular experience, expected candidate outcomes, and how the candidate will be evaluated on those identified outcomes and by whom.

Figure 1. Clinical Experience Planning Template

Clinical Experience Planning Template						
Semester 1 of Example Program (undergraduate or graduate and year)						
Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Final Note

The faculty and school-based educators who contributed to this document acknowledge that this is not an exhaustive roadmap for developing, implementing, and evaluating field experience. Our hope is that this provides a guide for EPP faculty and district partners to work collaboratively to develop quality practice-based training and fieldwork experiences that prepare our future teachers to be successful in student teaching but also to be "learner ready on day one of teaching."

This document is a collaborative effort emanating from many conversations had among the Connecticut CEEDAR workgroup members. Although not all of the workgroup members participated in writing this guidance document, their thoughts and feedback significantly improved this product.

Appendices

A.   Connecticut "Learner-Ready" Definition

Example Tools for Field Experience Strategies Discussed in Tables 1 and 2

B.   Sample Grade 3–5 English Language Arts Observation Guide

C.   Sample Video Analysis Assessment Guide

D.   Sample Tutoring Guide

E.   Sample Lesson Study Guide

Lesson Study Protocol

Japanese Lesson Study Assignment for TeachLivE

TeachLivE Lesson Plan Template

F.   Observation/Coaching Guide for School-Based Practitioners

Field Experience Planning Template and Examples

G.   Clinical Experience Template

H.   Example Field Experience Planning Template: Central Connecticut State University Master of Arts in Teaching Program

I.   Example Field Experience Planning Template: Southern Connecticut State University, Undergraduate Special Education

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Glossary of Terms

Clinical experiences can occur at each stage of the teacher preparation process. Different terms are used to describe these events, and similar events are identified by different vocabulary. For the purposes of this guidance document, terms are defined and those we will use are highlighted with their definitions as used with Connecticut EPPs and P–12 public schools.

Term	Definition
Students[a]	Defined as children or youth attending P–12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.
Candidate[b]	Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers, or other school professionals.
Cooperating teacher	In Connecticut, a cooperating teacher is assigned by the school district in collaboration with the preparing institution to support a *student* teacher during the student teaching placement. Like mentor teachers, a cooperating teacher is a certified teacher selected by the school district who has completed state-mandated training and has a provisional or professional educator certificate and a minimum of three years of teaching experience, including at least one year of experience in the district in which they are presently employed (Connecticut General Statutes, 2012, §C.G.S. 10-220a(d)).
Diversity[b]	Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P–12 students are stated in the rubrics for those elements.
School-based educators	School-based practitioners in P–12 schools who provide instruction, supervision, and direction for candidates during field-based assignments.
Partnership[a]	Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.
Educator Preparation Program (EPP) Faculty[b]	Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g., advising), supervise clinical experiences, or administer some portion of the unit. See adjunct faculty, clinical faculty, full-time faculty, higher education faculty, part-time faculty, and P–12 school personnel.

Term	Definition
Educator Preparation Program (EPP)[b]	A planned sequence of courses and experiences for the purpose of preparing teachers and other school professionals to work in prekindergarten through twelfth grade settings. Programs may lead to a degree, a recommendation for a state license, both, or neither.
Structured Field Experiences[b]	Activities designed to introduce candidates to increasingly greater levels of responsibility in the roles for which they are preparing. These activities are specifically designed to help candidates attain identified knowledge, skills, and professional dispositions outlined in professional, state, and institutional standards.
Student Teaching	The culminating full-time, supervised clinical practice experience, typically at the end of a planned program of teacher preparation leading to certification in which a candidate must demonstrate institutional, state, and national standards and competencies that lead to the determination of eligibility to complete the preparation program and for recommendation for certification. By state statute, student teachers must be placed with a "cooperating teacher" who has completed state-mandated training to serve in such a role.

[a] Excerpted from, in part or in whole, from the Council for Accreditation of Educator Preparation Standards (2015).
[b] Excerpted from, in part or in whole, from the National Council for Accreditation of Teacher Education Standards (2016).

Acknowledgment

This document was a collaborative effort emanating from many conversations had among the Connecticut CEEDAR Center workgroup members. Although not all of the workgroup members participated in writing this guidance document, their thoughts and feedback significantly improved this product. We wish to acknowledge the following individuals:

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Appendix A. Connecticut's "Learner Ready" Definition

Demonstration of Foundational Knowledge, Skills, and Dispositions by Learner-Ready Teachers

Teacher Outcomes

To be ready for the complexity of their work, teachers who enter the profession:

1. Understand the physical, cognitive, social, and emotional aspects of child and adolescent growth and development;
2. Value and respect culture and diversity in children and families;
3. Demonstrate the knowledge, skills, and dispositions needed for all children to learn effectively;
4. Have a disposition to develop all professional qualities more deeply over time; and

- Demonstrate deep knowledge of content and how to design instruction and use tools and technology to teach it.
- Demonstrate understanding of Common Core State Standards in relation to his or her subject matter.
- Care about, motivate, and actively engage students in learning.
- Create a positive classroom and learning environment.
- Value and respect the diverse learning needs and cultural backgrounds of students and their families.
- Hold students to high expectations.
- Personalize and differentiate learning to ensure appropriate level of challenge.
- Collect, interpret, and use student learning data to monitor progress and adjust instruction.
- Reflect on practice and continuously seek opportunities for professional learning to improve practice.
- Communicate and collaborate with colleagues, families, and the community to create positive, culturally respectful relationships.
- Engage in school improvement initiatives and share responsibility to support learning of all students.
- Understand and demonstrate professional, ethical, and responsible behavior at all times.

Demonstration of Student Outcomes by Learner-Ready Teachers

Student Outcomes

As a result of the work of effective teachers, experiences as learners, and individual effort, students developmentally and systematically grow over time. The teacher newly entering the profession effectively engages students in appropriate learning experiences that support growth and development to these ends.

- Communicate effectively through a variety of mediums including technology and the arts.
- Apply content to solve problems and make interdisciplinary, real-world, career, and global connections.
- Demonstrate well-rounded knowledge and skills across the curriculum in addition to language arts and mathematics.
- Participate as an active, informed citizen in a global and technological society.
- Think and behave critically and creatively.
- Collaborate and work in teams and be prepared to enter the workforce.
- Take responsibility for their knowledge and skill development toward the goal of lifelong learning.

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Appendix B. Sample Grade 3–5 English Language Arts Observation Guide

SAMPLE Clinical Experience Observation Guide

What to Look For in Grade 3–5 Reading Comprehension Instruction

In Grades 3–5, the instructional time should focus on the following critical areas of reading comprehension:

Candidates in teacher preparation programs can use this observation guide to focus on how the classroom teacher integrates English language arts (ELA) standards and engages students in the implementation of instructional tasks, direct instruction, student discussion, and other learning behaviors as well as student work.

In the box below, record your objective observational notes focusing on what you **see or hear** the students and teacher do or say related to the practice. Continue notes on reverse side or separate sheet.

Which instructional practices do you observe?

Focus on high-quality text(s)

Instructional Practice Related to High-Quality Texts
- ❑ Read-aloud time is spent reading, listening to, speaking, or writing about texts.
- ❑ Texts are at or above the complexity level for grade and time in the school year.[a]
- ❑ Texts exhibit exceptional craft and/or provide useful information.

Provide all students opportunity to engage in the work of the lesson

Instructional Practice Related to Students Engaging in Work of the Lesson
- ❑ Students demonstrate use of word analysis (decoding) skills for unfamiliar words activating such strategies as needed to read with grade-level fluency and comprehension.
- ❑ Students persist in efforts to read, speak, and/or write about texts.
- ❑ Students support responses to questions with textual evidence.
- ❑ Students use evidence to build on other students' responses.

Use questions and tasks that are text dependent and text specific

Instructional Practice Related to Text-Dependent/Text-Specific Questions
- ❑ Questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details.
- ❑ Questions and tasks require students to use details from the text to demonstrate understanding and to support their ideas about the text.
- ❑ Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.
- ❑ Questions are sequenced to guide students in delving deeper into text and graphics.

[a] Students with disabilities may need modifications as appropriately documented.

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Appendix C. Sample Video Analysis Assessment Guide

Master of Arts in Teaching program (MAT) candidates are required to complete the video analysis assessment to demonstrate their understanding of the standards, functions, objectives, and assessment of language and literacy within your discipline.

To this end, you will video record yourself teaching a segment of a literacy lesson during the fall field experience. You are encouraged to video record yourself often, but for this assignment, you will select one 10-minute video segment in which you are instructing a literacy or language objective in your discipline and one five-minute video segment in which students are using literacy and language to support content learning.

The assignment has three components to it:

1. Plan the lesson—a complete MAT lesson planning template must be submitted for the videotaped lesson.

2. Upload video segments from the implemented lesson to BBLearn (align to lesson plan submitted).

   a. One 10-minute video segment in which you are instructing a literacy or language objective in the discipline

   b. One five-minute video segment in which students in the field placement classroom are using literacy and language to support content learning

3. Reflect in writing on the teaching and viewing experience.

Video segments will be shared in seminar class, and the assignment will be scored by the course instructor, student, and a peer(s). You may request to borrow MAT videotape equipment for this assignment from the course instructor.

Note. Candidates must receive scores at or above the Acceptable (2) level to pass the MAT 533 field seminar course.

You, your peers, and the instructor will analyze the lesson segment with the following lenses (the class divides up the lenses for viewing).

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Lens 1: The Students

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

What opportunities were there for students to make sense of the new learning (writing, speaking, group work)?

How did students show what they learned?

What supports were available for individual or small groups of students with specific learning needs?

Target Teacher Behavior

☐ Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.

☐ Employs differentiated strategies, tasks, and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem solving, critical and creative thinking, purposeful discourse, and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.

☐ Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real-world, career, or global connections.

☐ Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.

☐ Communicates specific criteria for success and provides multiple opportunities for students to self-assess.

☐ Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.

☐ Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.

☐ Provides individualized, descriptive feedback that is accurate and actionable, and helps students advance their learning.

☐ Adjusts instruction as necessary in response to individual and group performance.

Suggestions:

Lens 2: The Teacher

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

How did the teacher share the responsibility of learning with the students?

What questions did the teacher ask to support student learning?

What other supports were in place to deepen learning or scaffold students who were struggling?

Target Teacher Behavior

☐ Clearly communicates learning expectations to students and sets a specific purpose for instruction. Helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.

☐ Makes no content errors.

☐ Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.

☐ Presents instruction that integrates multiple literacy strategies and/or explicit instruction in academic vocabulary.

☐ Plans instructional strategies, tasks, and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning, and /or application to other situations.

☐ Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

☐ Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

Suggestions:

Lens 3: The Learning Environment

Central Focus of the Lesson:

Academic Language Focus of the Lesson:

Cite evidence of preparing the learning environment to support learning (materials, technology, seating arrangement, timing/transitions).

How does the teacher candidate show s/he has mutual respect and rapport with the students? What types of interactions do the students have with other classmates?

How were standards of behavior communicated and adhered to?

Target Teacher Behaviors

☐ Interactions between teacher and students are generally positive and respectful; the teacher promotes positive social interactions among students.

☐ Maintains a learning environment that is consistently respectful of all students' cultural, social, and/or developmental differences.

☐ Creates a learning environment in which most students are willing to take intellectual risks.

☐ Establishes and consistently reinforces high expectations for learning for all students (includes student goal setting as well).

☐ Takes into account the impact of race, ethnicity, culture, language, socioeconomics, and environment on the learning needs of students.

☐ Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.

☐ When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.

☐ Establishes routines and transitions resulting in maximized instructional time.

☐ Selects or designs resources and/or flexible groupings that cognitively engage students in real-world, global, and/or career connections that support new learning.

Suggestions:

After the observation, classmates will share feedback on their specific lens. Data sheets will be provided to the observed candidate to use in the reflection. In the week following the observed video, please write a written reflection using the "What, So What, Now What" format.

What: Share insights you gained from your own detailed analysis of your video as well as your peers' feedback. Cite specific evidence from the data sheets collected from peers and instructor.

So What: How did those insights lead you to a deeper understanding of teaching and learning? Connect your new insights to theory and research—especially when considering what you would do differently next time.

Now What: What goals do you have for your teaching practice in the last few months of the semester? What goals do you have long term (by the end of the year)?

Video Analysis Rubric

Criteria	Target 3	Acceptable 2	Developing 1	Needs Improvement 0
Description of observed lesson and insights gained (WHAT)	Clear, complete, insightful description of the lesson. Consistently cites relevant observable behaviors to support description. Explanation cites numerous examples of specific, relevant, and meaningful evidence gained from peer and instructor feedback (data sheets).	Description fully discloses the lesson although some aspects may lack clarity or detail. Relevant, observable behaviors are included to support the description. Explanation cites a few examples of specific evidence gained from peer and instructor feedback (data sheets).	The description of the lesson is general and lacks clarity and/or relevant details. Some observable behaviors are cited to support the description although these examples may be general, only partially relevant. OR limited to general descriptions of evidence gained from peers' and instructor's feedback (data sheets).	Brief or general lesson description with few details. Few observable behaviors are included. Information provided may be predominantly irrelevant, inaccurate, and/or incomplete.
Understanding of teaching and learning (SO WHAT)	Response is clear and directly addresses important implications of the insights gained or teaching and learning. Clear, ample, and detailed connections to research and/or theory are articulated explaining how the research/theory informed the analysis.	Response addresses relevant implications of the insights gained for teaching and learning. At least two relevant and correct connections to research and/or theory are made.	Response includes some insights into the implications for teaching and learning although these insights may lack specificity, clarity, or completeness. At least one general but potentially correct connection to research and/or theory is made.	Response's explanation of insight gained is inaccurate, unclear, incomplete, and/or not clearly related to teaching and learning. Connections to research and/or theory are superficial, missing, incorrect, or unclear.

Criteria	Target 3	Acceptable 2	Developing 1	Needs Improvement 0
Professional Reflection (NOW WHAT)	Clearly articulates a plan for personal growth based on the analysis of video and relevant literature. Plan includes **at least three** important and specific goals for future experiences as a teacher candidate or beginning teacher. Includes several examples of immediate actions that will support and improve teaching and learning.	Shares a plan for growth relevant to video analysis. Plan includes one or two goals for future experiences as a teacher candidate or beginning teacher. At least two examples of immediate actions that will support teaching and learning are provided. Connections between analysis, theory, goals, and immediate actions may be tenuous or unclear.	Shares a plan for growth that includes at least one appropriate goal for future experiences as a teacher candidate. The goal may be general or loosely related to video analysis. Examples of immediate and appropriate actions that can be taken to support teaching and learning are included but may lack specificity, clarity, or relevance to the video analysis.	Plan for growth lacks clarity, specificity, or relevance to video analysis. Examples of actions that can be taken immediately to support teaching and learning may be missing, inappropriate, or irrelevant.
Writing Quality	Writing is clear and effective. Provides detailed explanations and cites relevant data using appropriate professional terminology. Makes logical connections between data, literature, goals, and immediate actions. Writing is free of distracting mechanical errors (grammar, syntax, spelling, etc.).	Writing conveys key ideas clearly, although connections are not always clear and/or logic is not always fully explained. A few random mechanical errors are evident (grammar, syntax, spelling, etc.).	Writing does not meet minimal expectations for an educator. Writing does not consistently convey important ideas clearly. Logical connections are not explained or consistently unclear. Terminology may be used inappropriately. Numerous and/or patterned mechanical errors distract the reader (grammar, syntax, spelling, etc.).	Writing does not provide evidence that the candidate can analyze professional practice and draw logical connections between data, literature, goals, and immediate actions. Writing is incomplete, is consistently unclear or illogical, and demonstrates numerous and/or patterned mechanical errors that distract the reader (grammar, syntax, spelling, etc.).

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Appendix D. Sample Tutoring Guide

	SED 365 (Math)	SED 435 (Reading)
Content Training Focus	Math content includes important components of math; role of automaticity/fluency in math achievement; general education expectations; common math difficulties; value of explicit, systematic instruction; value of manipulatives and visual representations especially for concepts.	Reading content includes the five components of reading: phonemic awareness, phonics, vocabulary, reading fluency, and oral/reading comprehension strategies. Also addressed are training in language structure at the word, sentence, and discourse level; general education expectations; value of explicit, systematic instruction; and common profiles of reading difficulties.
Assessment Training	Assessment content includes types and purposes of assessment; utility of CBM in screening/PM; ethical considerations in assessment; and formative assessment techniques applied in math.	Assessment content includes formative assessment techniques applied in reading and use of assessment data to determine the student's reading profile.
Age Tutored	Grades 3–5 students	Grades 1–2 students

	SED 365 (Math) and SED 435 (Reading)
In-Class Training	First seven to eight weeks of semester candidates receive training in pedagogical content knowledge and opportunity to practice assessments with a peer in-class.
Frequency of Tutoring	Fieldwork begins week 8 of semester for eight weeks, Tuesday/Thursday class has one session per week at local school (K–8) and one 1 session at university.
Supervision	All fieldwork sessions are supervised by the instructor.
Focus of Tutoring Sessions	Fieldwork sessions 1 and 2 focus on administration of formative assessments with students, and the remaining six sessions focus on tutoring.
Assignments	Diagnostic report, lesson plans, goals and objectives, reflections, final summary report, portfolio

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	SED 365 (Math) and SED 435 (Reading)
Examples of High-Leverage/Evidence-Based Practices (HLP/EBP) Learned	▶ Designing single lessons and sequences of lessons ▶ Explaining/modeling content and strategies ▶ Eliciting and interpreting children's thinking ▶ Diagnosing common patterns of thinking/errors ▶ Building respectful relationships with students ▶ Setting long-term and short-term goals/objectives ▶ Checking student understanding/interpreting results of student work ▶ Adjusting instruction during a lesson ▶ Providing oral feedback to students ▶ Analyzing instruction for purpose of improving subsequent instruction
Features of Effective Practice Embedded	▶ Spaced learning: Tutoring sessions are spaced across six weeks and with opportunity to develop skills ▶ Modeling: Course instructor provides modeling in class and for individual candidates during tutoring sessions ▶ Explicit coaching and feedback: Provided to candidates during and after tutoring sessions ▶ Scaffolding: Occurs across the six tutoring sessions, most candidates becoming increasingly independent over time ▶ Analyzing and reflecting: Candidates must address specific points in their lesson reflections (e.g., pacing of lesson, child's engagement, most/least successful activities, objectives met/not met, and specific improvements for next session)
Benefits	▶ High degree of coherence between course content knowledge and field application ▶ Makes course content learning much more meaningful for candidates ▶ Experience does facilitate development of important teaching competencies (e.g., explicit teaching and modeling, unambiguous feedback to student errors, use of scaffolding) ▶ Provides course instructor with a much more complete picture of candidates' skills
Challenges	▶ Keeping course sizes small enough for meaningful supervision (current maximum is 16) ▶ Finding enough time for content coverage ▶ Finding schools near campus with the space to accommodate a group of up to 16 candidates at once ▶ Weak candidates who cannot be counseled out prior to start of tutoring ▶ Achieving consistency across different course sections (e.g., evening courses or those taught by adjuncts)

Description of SED 365 Basic Principles of Academic Assessment and Remediation—Field Experience in Mathematics

In SED 365, students spend the first seven to eight weeks of the semester learning basic content knowledge about assessment (e.g., formative assessment, diagnostic assessment, screening, CBM, norm-referenced testing, interpretation of standard scores and percentile ranks) and mathematics (e.g., important components of math such as fact recall, procedural knowledge, problem solving; common types of difficulties that children have in math; number strategies such as counting up/on in addition). The class meets twice per week. At approximately the eighth week of the semester, candidates start fieldwork in a local elementary magnet school one class session per week. (The other class session continues to be taught at Southern and covers topics such as developing lessons, monitoring progress, and intervention strategies for different components of math.) In fieldwork, each candidate is paired with a child to tutor in math. Children are typically somewhere in the Grade 3 to 5 range. The course instructor is present to supervise all fieldwork sessions.

For the first two fieldwork sessions, candidates administer a set of formative assessments for math that include assessments of the child's fact recall, procedural knowledge, problem-solving skills, understanding of place value, and functional math skills in time and money. All assessments are provided to the candidates except for the last two areas (place value and functional math); candidates develop their own informal assessments of these areas with the guidance of the course instructor. Candidates must then write up a diagnostic report that summarizes the child's performance in these different areas of math and that makes recommendations for skills to be targeted in tutoring, in the areas of fact recall, computational procedures (e.g., three-digit subtraction with regrouping), word problems, and functional math. They then develop a series of lessons (six in total in a typical semester, assuming a child is never absent) to address these areas. They write up lesson plans for each class session, with about half a dozen behavioral objectives to help monitor the child's progress in the lesson (e.g., "Given 6 two-step word problems, the child will solve them with at least 80% accuracy"). Candidates write a reflection for each tutoring session. Reflections must address specific topics such as whether the pacing of the lesson was effective, the child's engagement in the lesson, whether most objectives were met, which parts of the lesson were most/least successful, and what the tutor would do differently next time. At the end of the semester, candidates submit a portfolio with all of their lesson plans and reflections, as well as samples of the child's work and a brief final summary report (one to two pages) on the child's progress in tutoring.

Description of SED 435 Language Arts for Exceptional Individual—Field Experience in Reading

This field experience is analogous to the one for SED 365, but focuses on reading rather than math. The first half of the semester covers content on language structure, important components of reading, typical development in reading, and common profiles of reading difficulties. The children for this class are a bit younger than those for SED 365, usually in Grades 1–2. The only other significant difference between the two courses is that in SED 435, candidates purchase or are given copies of all of the assessments used; they are not responsible for developing any of

the assessments themselves. As in SED 365, SED 435 requires candidates to write diagnostic reports, lesson plans, and reflections, as well as to submit a fieldwork portfolio and final summary report at the end of the semester.

Candidates begin tutoring by using formative assessments to gauge their child's specific skills in areas such as phonics, knowledge of phonetically irregular words, and spelling, as well as the child's overall text reading level. They then select several books, usually decodable texts, which seem appropriate for the child's reading based on the formative assessment data. Once a child attempts to read, and based on observational data, the candidate decides which book is most appropriate (or looks for another book if none of the original choices seems appropriate). At the end of each tutoring session, the candidate also reads aloud to the child to promote listening comprehension using a more difficult book (usually grade-appropriate children's literature or informational text, depending on the child's interests). This serves the purpose of increasing vocabulary and language comprehension skills that should eventually transfer to the child's own reading once his or her decoding improves.

SED 365/435 Fieldwork Candidate Competencies

1. Demonstrates professional commitment through consistent attendance and careful preparation.

2. Demonstrates command of academic skills and course content.

3. Effectively organizes instructional materials and lessons.

4. Interacts warmly and positively with child.

5. Interacts in a respectful and professional manner with school staff and parents.

6. Maintains behavior by appropriate means, such as effective lesson design, setting clear and appropriate limits, redirecting attention, etc.

7. Makes use of feedback from course instructor to improve lessons.

Feedback to Candidates

▶ Feedback is prepared based on the above competencies and related rubric.

▶ Feedback is provided to candidates as a group at the end of each tutoring session, as well as individually (see below). In the group, the supervising instructor debriefs five to 10 minutes with candidates about what was observed (e.g., common challenges candidates are facing and suggestions for addressing them).

During tutoring sessions, the supervising instructor observes individual candidates (time permitting) and records notes; notes are given to the candidate immediately after observation. Candidates are prepared for on-demand modeling; when supervising instructor finds it necessary, he or she will model explicit instruction for the benefit of the candidate and/or student performance.

To the Participating Fieldwork School-Based Educators/Teachers

About the Fieldwork Program in Reading

SED 435 is a special education course at Southern Connecticut State University (SCSU) that is taken by both elementary education (collaborative) and special education teacher candidates. The content of the course involves teaching language arts to individuals with special needs, but much of the course focuses on teaching phonics and word identification skills, with application to reading text orally and building fluency. (Candidates receive more information about teaching comprehension in other courses, although there is some coverage of vocabulary and comprehension in SED 435 as well.) Most of the candidates taking the course are undergraduates who have no prior experience or preparation for teaching reading; during the first half of the semester, before the onset of fieldwork, they learn background information about reading, typical reading development, phonics, basic assessment techniques for reading, etc.

Children who are best suited for the **reading** tutoring program are:

▶ Those who have difficulties in phonics and word decoding.

▶ Those who are likely to have consistent attendance.

▶ Those with fairly typical behavior and social-emotional functioning. (SCSU teacher candidates are expected to be able to manage behaviors such as distractibility, inattention, and low frustration tolerance; and in the context of one-to-one tutoring, these behaviors are rarely a problem. However, children with more significant emotional or behavioral difficulties generally are not suited for this tutoring program.)

▶ Those whose learning difficulties are not severe. (Because the fieldwork program lasts only about eight weeks, it is not generally a good vehicle for trying to address severe or complex learning problems.)

About the Fieldwork Program in Math

SED 365 is the special-education course at SCSU that is associated with the math fieldwork. Again, teacher candidates taking this course often have little prior preparation or experience for teaching math, so the first half of the semester is spent learning content information about typical development in math, important component skills in math like fact fluency and problem solving, math assessment techniques, etc. Sometimes candidates take both courses (SED 365 and 435) at the same time. The math fieldwork program focuses on a variety of math-related skills, including basic facts, calculation skills and procedures, word problems, time, money, and fraction skills. Children who are best suited for this program are those experiencing difficulties in any aspect of basic math, who meet the other criteria (consistent attendance, etc.) noted above.

Children who are best suited for the **math** tutoring program are:

▶ Those who have difficulties in basic math skills such as automatic recall of facts, calculation procedures (e.g., regrouping), and/or solving word problems.

▶ Those who are likely to have consistent attendance.

▶ Those with typical behavior and social-emotional functioning. (SCSU teacher candidates are expected to be able to manage behaviors such as distractibility, inattention, and low frustration tolerance; and in the context of one-to-one tutoring, these behaviors are rarely a problem. However, children with more significant emotional or behavioral difficulties generally are not suited for this tutoring program.)

▶ Those whose learning difficulties are not severe. (Because the fieldwork program lasts only about eight weeks, it is not generally a good vehicle for trying to address severe or complex learning problems.)

Appendix E. Sample Lesson Study Guide

Lesson Study Planning Framework

Lesson Study Planning Framework	
Preservice Teachers:	
Lesson Study Planning Date:	
Content Area Focus:	
Evidence-Based Practice:	

Getting Started	
Welcome	▸ Welcome ▸ Address housekeeping issues (e.g., lesson study timeline, determine who will teach focus lesson, make certain all participants have appropriate planning forms, resources, and data) ▸ Create/review norms for collaborative lesson study process

Lesson Planning		
Objectives	What general education state standard does this lesson address?	
	Explicitly state lesson objectives with measurable criteria:	Rationale:
	For students with disabilities in your class, what individualized education program (IEP) goals does this instruction relate to?	Rationale:
	What evidence-based practices will be integrated within your content area instruction?	Citation:

The Lesson Study Planning Framework is reprinted with permission from Carly Roberts and Amber Benedict.

Lesson Planning		Differentiation
Body of Lesson	*While planning below, provide a detailed description of what you, other adults, and learners will be doing throughout each part of the lesson.* **While you are planning, make sure to consider:** ▸ What questions will you ask to prompt student thinking? ▸ What connections will you make during your instruction? ▸ What student errors do you anticipate? How will you respond? ▸ How will you know students understand?	While developing your lesson, consider how you will tailor the lesson to support the needs of students with disabilities and other students who struggle.
	Review/Explicit Instruction/Model (Think: What academic knowledge and concepts learners must be familiar with to be successful in the lesson?)	
Opportunities to Practice	*How will students practice be scaffolded to promote student independent strategy application and skill transfer within your lesson?*	
	Guided Practice/Independent Practice/Closure	
Assessment	*Can be embedded naturally within the lesson or part of the lesson closure. How will you know your students are learning? What evidence (data) will you collect to ensure concept mastery? Make sure at least one form of assessment is from students' independent practice* Examples ▸ Exit ticket ▸ Demonstration of a skill, task, or project ▸ Questions *Think: what academic knowledge and concepts learners were related to our learning goals? How will we know if students achieved these goals?*	

Peer Observation Data Collection Guide	
Lesson Study Team Member:	
Content Area Focus:	
Team Member Who Taught Lesson:	

Before the observation: Do the students demonstrate the intended learning?

Reflect on the collaboratively developed learning objective and lesson plan. Discuss the behaviors you anticipate students to demonstrate during each instructional step that would demonstrate that the instruction was cognitively appropriate and students are learning. For example, what behaviors might a student demonstrate if they were confused by a particular step in a mathematic lesson? If a student is understanding, what behaviors might they demonstrate exhibiting comprehension?

After considering the behaviors that team members might observe students demonstrating learning, observe the collaboratively designed lesson. Using the framework below. Record teacher and student behaviors (including verbal statements) exhibited during each instructional step of the lesson that demonstrate learning or lack of learning. Record additional behaviors you observe during the lesson.

In this lesson, the students will (write learning objective here):

Lesson Step: What Is the Teacher Doing?	Student Behaviors That Demonstrate the Learning We Intend	Student Behaviors That Demonstrate Something Other Than the Learning We Intend

Lesson Study Data Analysis and Debriefing Guide	
This guide supports lesson study teams in facilitating a dialogue using the data collected through observation to analyze the usefulness of the lesson at promoting student learning.	
Step 1 Reflect independently	Provide each team three pieces of chart paper and a stack of sticky notes. Label chart paper with the headings: teacher actions, student learning YES, and student learning NO. Transcribe the student behaviors you recorded using the Peer Observation Data Collection Guide on sticky notes. Use tally marks to show repeated behaviors.
Step 2 Reflect with a partner	Work with a partner on your lesson study team to post your sticky notes onto the appropriate charts. As you post, study the other observations made by your peers. Take notes to describe things you notice in the data.
Step 3 Reflect as a team	In your lesson study teams, use the questions listed at the bottom of this guide to help push your thinking.

▶ What are some things that we can say about the data on this chart?

▶ What do the data tell us about the students' thinking?

▶ What in the instruction might have contributed to students being able to demonstrate the learning we intended in this part of the lesson?

▶ What in the instruction might have contributed to students not being able to demonstrate the learning we intended?

▶ Based on these data, what subsequent instruction might make sense for these students? Why do we think so?

▶ What did this student experience reveal about the qualities of effective instruction and evidence-based practices?

Japanese Lesson Study Assignment for TeachLivE

This assignment has three parts:

▶ The first is to plan a lesson on **developing classroom expectations** with a team of class colleagues.

▶ The second is to **teach the lesson using a Japanese Lesson Study** format.

▶ The third is to **write an individual reflection about the experience and what was learned.**
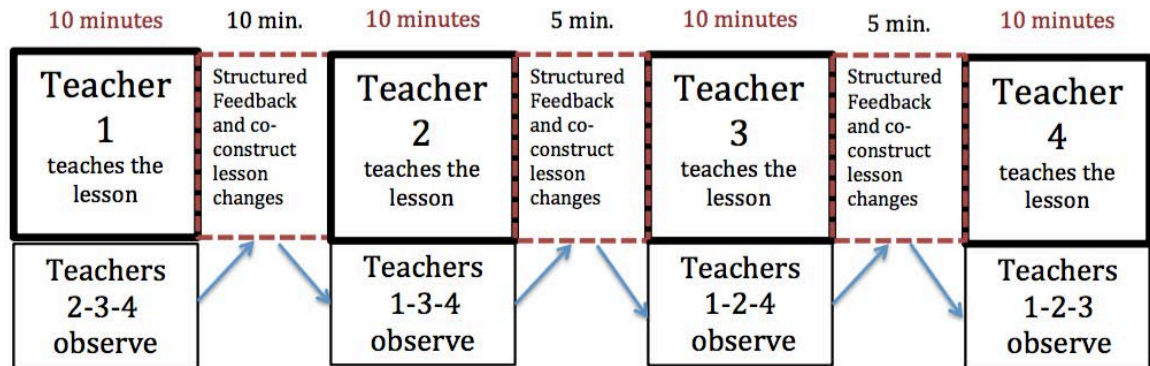
Assignment Steps

1. Form a group of four students to participate in the Japanese Lesson Study together. The groups will be determined by availability on the dates and times our class is scheduled to use the virtual classroom. Each session is two hours long and you need to be available for the entire session.

2. Using the Lesson Planning template, **plan a lesson on setting classroom expectations.** The lesson should take 10 minutes. State education standards for students can be found at State Department of Education websites. Use the chapters in your textbook on academic, behavioral, and social supports to incorporate into your lesson.

3. Think about the students you met in the virtual classroom and think about what you learned about their personalities, how they interact, and the context of that classroom. On the second page of the lesson plan, identify perceived strengths and challenges for each student and plan the management strategies you might incorporate into your lesson to support these specific students.

4. Your team will teach your lesson four times. Each of you will teach the 10-minute lesson, then reflect together about what worked and what adjustments might make the lesson better (or different in some meaningful way). Think about (a) the behavior management strategies that support the students and (b) changes to the lesson itself to improve meeting lesson objectives. **Note these changes on your lesson plan page 2.** Then the next person in your group will teach the lesson followed by reflection; the third person will teach the lesson again with possible changes, and then a final reflection followed by the fourth person teaching the lesson one last time. This cycle of planning together, teaching same or similar lessons, followed by group and individual reflection is known as Japanese lesson study.

The Japanese Lesson Study Assignment is reprinted with permission from the University of Kansas.

GROUP OF 4 - SAME CONTENT AREA

- Follow the same format for planning the lesson
- Work together to create one common lesson plan that each person will teach in succession
- Plan to spend 1.5 to 2 hours in TeachLivE

10 minutes	10 min.	10 minutes	5 min.	10 minutes	5 min.	10 minutes
Teacher 1 teaches the lesson	Structured Feedback and co-construct lesson changes	**Teacher 2** teaches the lesson	Structured Feedback and co-construct lesson changes	**Teacher 3** teaches the lesson	Structured Feedback and co-construct lesson changes	**Teacher 4** teaches the lesson
Teachers 2-3-4 observe		**Teachers 1-3-4 observe**		**Teachers 1-2-4 observe**		**Teachers 1-2-3 observe**

Each time the lesson is taught, the class "resets" when using the virtual training environment and student avatars, so the avatars experience each lesson as a first time experience.

5. Individual reflection on the experience.

After you complete your teaching session in the TeachLivE lab, you will need to reflect on your experience. Critical reflection and analysis of practice is a vital process for all teachers. Reflection allows one to revise and modify teaching practices in order to better serve students.

For this reflection, you will need to respond to each of the following questions. Each question must be answered in at least three sentences or a paragraph.

▶ What were your group's strengths in the planning and delivery of your TeachLivE minilesson?

▶ What classroom management strategies did your group plan to use? How effective were these strategies?

▶ What were some challenges or unexpected responses that arose while you were teaching?

▶ What are two changes your group made to your original lesson plan during your TeachLivE session? What was the rationale for each of these changes? Did they make sense to you or would you have chosen differently if doing this experience alone?

▶ What are three insights you gained about classroom management as your group delivered, reflected, and revised the lesson plan?

▶ Overall, what were your impressions of TeachLivE session and its usefulness as a tool for preservice teachers?

Grading Criteria and Rubrics

Lesson Plan: 20 points

Component	0–2	3–4	5	Points Earned
Lesson objectives	No or little thought evident in identifying appropriate learning objectives.	Learning objectives provided but do not clearly identify expected outcomes.	Learning objectives clearly guide the teacher in developing a lesson leading to expected outcomes.	/5
Lesson components (and materials if appropriate).	Not all lesson parts there or lesson components do not "flow" or accomplish lesson objectives.	Lesson parts are designed to accomplish lesson objectives. Lack creativity or student engagement opportunities or was not possible in the time allotted.	Lesson parts are designed to accomplish lesson objectives, "flow," engage students in a meaningful manner.	/5
Assessment of whether lesson objectives are met	No assessment of lesson objectives is evident or is insufficient to assess meaningful outcomes.	Assessment of lesson outcomes is done, but does not address lesson objectives sufficiently.	Assessment of lesson outcomes provides meaningful information on whether lesson was successful in meeting objectives.	/5
Modifications to the lesson reflect content learned in class	Modifications to lesson or behavior management strategies not reflective of course content.	Modifications to lesson or behavior management strategies reflective of course content, but better choices could have been made.	Modifications to lesson or behavior management strategies reflective of course content and choices are thoughtful and make sense.	/5
TOTAL				/20

Reflection Rubric: 75 Points

Component	0–5	5–10	10–15	Points Earned
Group strengths	No description of group strengths.	Group strengths in planning and delivering lesson are partially provided or are unclear.	Group strengths in planning and delivering lesson are clearly and thoughtfully described.	/15
Classroom management strategies and effectiveness	No description of classroom management strategies and effectiveness.	Description of three classroom management strategies and the effectiveness of each strategy are incomplete or vague.	Complete and thoughtful description of three classroom management strategies and the effectiveness of each strategy.	/15
Challenges and unexpected responses	No description of challenging elements or unexpected responses.	Challenging elements and unexpected responses are incomplete or description is vague.	Challenging elements and unexpected responses are complete and described in detail.	/15
Changes to lesson	No description of changes to lesson.	Examples and rationale for two changes to original lesson are incomplete or vague.	Provides detailed description of two changes to lesson and the rationale for each change.	/15
Insights about teaching and classroom management	No description of insights about teaching and classroom management.	Description of three insights about teaching and classroom management are incomplete or vague.	Complete and thoughtful description of three insights about teaching and classroom management.	/15
TOTAL				/75

TeachLivE Lesson Plan Template

Unit Title	Setting Classroom/Behavioral Expectations	
Subject Area	Social, Behavioral, Academic	
Lesson Title		
Objective(s)		
Procedures (10 total minutes)	Introduction	Number of minutes:
	Lesson Activities	Number of minutes:
	Closure	Number of minutes:
Assessment of Lesson Outcomes		
Materials/ Resources Needed		
Standards/ Benchmarks Addressed (If Appropriate)		

TeachLivE Classroom Management Strategies

Description of Students	Perceived Strengths CJ: Ed: Maria: Kevin: Sean:	Perceived Challenges CJ: Ed: Maria: Kevin: Sean:
Classroom Management Strategy 1	Description of strategy:	How do you think this strategy will support this particular group of students?
Lesson Plan Changes 1	Description of instructional change:	How do you think this change will improve the lesson outcomes?
Classroom Management Strategy 2	Description of strategy:	How do you think this strategy will support this particular group of students?
Lesson Plan Changes 2	Description of instructional change:	How do you think this change will improve the lesson outcomes?
Classroom Management Strategy 3	Description of strategy:	How do you think this strategy will support this particular group of students?
Lesson Plan Changes 2	Description of instructional change:	How do you think this change will improve the lesson outcomes?

Appendix F. Observation/Coaching Guide for School-Based Practitioners

The role of a school-based educator (host teacher) in supporting a teacher candidate in fieldwork experiences will be more targeted and defined by the parameters of the fieldwork assignment than the host's teacher's responsibilities supporting a candidate in student teaching.

School-based educators will likely take on a range of roles and responsibilities when hosting a fieldwork assignment. The following list is a general, and not exhaustive, list of potential roles:

▶ Provides intensive short-term assistance

▶ Directly supervises the candidate's support and/or work with students

▶ Observes and may provide feedback on candidate progress

▶ Works with university supervisor

▶ Guides with materials, policies, and "school culture"

▶ Models reflection and effective teaching

▶ Coaches to develop competence

▶ Provides context and background information about students, curriculum, expected learning outcomes, etc.

Different types of supports may be needed and provided based on the level of development of the teacher candidate's skills or the complexity of the instructional tasks that are assigned.

Support for a teacher candidate during fieldwork experiences will most likely be provided on a continuum from more directive "consultation" to a more reflective role of "coaching."

This continuum requires a variety of strategies of giving advice, instruction, and feedback to the teacher candidate (Rutherford, 2005).

Support Continuum	Consultation	Coaching
Purpose	Give advice and instruction on: ▸ Clarify learning and teaching goals ▸ Plan for observation and provide specific feedback about teaching practice and impact student learning ▸ Describe and demonstrate effective, evidence-based teaching strategies ▸ Improve teaching practice ▸ Provide ongoing and consistent follow-up	▸ Model thinking about and assist and lead candidates to reflect on specific teaching practices and its impact on student learning ▸ Share resources and expertise
Role	▸ Provide formal and informal opportunities to plan, observe, and reflect on instructional practice ▸ Clarify problems and successes ▸ Give advice regarding solutions, resources, or changes in practice when needed	▸ Ask insightful questions to coach decision making and reflective process ▸ Help examine the relationship among perceptions, attitudes, thinking, and behaviors that will affect student learning

When observing a teacher candidate during fieldwork experiences, we recommend the following:

The host teacher:

▶ Understands where the candidates are in their preparation programs (early, middle, end) and what courses they have taken, are taking, and have not taken yet.

▶ Has a written copy of the fieldwork assignment and expectations for the teacher-candidate(s).

▶ Has a copy of the fieldwork assignment and expectations that includes the hoped for actions by the host teacher. For example, the fieldwork explanation might include requests like (Please set the stage for the teacher candidates in your room by briefly explaining the context of "today's" lesson in a broader set of learning outcomes, brief information about the students if appropriate, and if possible, debrief with the teacher candidates at the end of the day or assignment.)

Rutherford, P. (2005). *The 21st century mentor's handbook: Creating a culture for learning.* Alexandria, VA: Just ASK Publications.

The teacher candidate:

▶ Has a written copy of the fieldwork assignment, expectations of the experience, and learner outcomes for the candidate.

▶ Has an opportunity to ask questions and receive answers from their university supervisor/faculty instructor about the fieldwork assignment prior to engagement in fieldwork.

▶ Has an opportunity to reflect on each experience by themselves, with peers, and with a more seasoned educator (university supervisor or faculty instructor, host teacher, other education professionals.

The university supervisor/faculty instructor:

▶ Communicates with the host teacher(s) about the fieldwork assignment, expectations for participation by the candidates, level of accommodation in ongoing instruction required by the assignment, and the level and type of engagement with the teacher candidates that is desired.

▶ Participates in reflection and feedback activities with candidates that are components of the fieldwork.

▶ Demonstrates respect for differences in what is learned in teacher preparation coursework and what is experienced in the field, and assists candidates process any dissonance they might experience in a respectful manner acknowledging that context (school, district, community, teacher, individual student characteristics and needs) often mitigates translating "ideal" practice to the real world of the classroom on any given day.

Appendix G. Clinical Experience Planning Template

The purposes of this planning template are as follows:

- To map the field experiences for a particular program in which candidates will participate, where it falls within the program and course sequence, and what the roles and responsibilities for school-based educators and faculty supervisors will be.

- To outline for preparation program faculty the scope and sequence of field experiences to use in communicating with partner school district personnel so that all parties understand the expectations for field experiences.

Clinical Experience Planning Template

List all courses with clinical experiences in column 1 and provide information for each course in columns 2–6.

Semester 1 of Example Program (undergraduate or graduate and year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Semester 2 of Example Program (undergraduate or graduate and year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Semester 3 of Example Program (undergraduate or graduate and year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Semester 4 of Example Program (undergraduate or graduate and year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)

Appendix H. Field Experience Planning Template (Example)

Completed By Central Connecticut State University for the Master of Arts in Teaching Program (Secondary Education and Special Education)

Program Goal

The Master of Arts in Teaching (MAT) program focuses on preparing secondary general educators and special educators to collaborate in supporting struggling learners in the general curriculum. To accomplish this goal, secondary education faculty and candidates partner with special education faculty and candidates in collaborative and differentiated projects throughout the program, enhancing special educators' understanding of the best practices in content areas and extending general educators' skills in supporting struggling learners. The design of the program is intended to prepare candidates to co-teach, collaborate, gather data, and reflect on practice to support the learning of struggling students. For example, as one part of the internship, candidates examine their impact on student learning through a locally enhanced edTPA performance assessment. In another example, the program capstone requires that candidates collaboratively design (fall semester), implement (spring semester), and analyze (second summer) a teacher-researcher project in which they build a database on student strengths and challenges, identify needs, design specific interventions to support student strengths and challenges, implement the interventions, track student progress over time, analyze results of the intervention, and write a publishable practitioner paper summarizing the results, conclusions, and implications.

The 13-month, full-time cohort MAT program begins at the end of May each year and concludes at the end of June the following year. To ensure that candidates are learner ready when they leave the program, the program design incorporates ongoing clinical experiences and employs expert practitioners as program faculty whenever possible. The program includes carefully sequenced courses in learning and development, special education, developing literacy and supporting English language learners (ELLs), and classroom management, as well as extensive preparation in relevant content area pedagogy and assessment.

Program Outcomes

Students who participate in this program will have the following outcomes:

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).

2. Create an inclusive and culturally responsive learning environment.

3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.

4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.

5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.

6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Semester 1: First summer session I (five weeks)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 510 Research on Teaching Diverse Learners (5 credits) MAT 511 Introduction to Special Education (1 credit) Online modules on Social Emotional Learning (0 credits) Secondary Only: MAT 519 High Leverage Content in the Discipline (3 credits) Special Education Only: RDG 508 Reading Instruction K–12 (3 credits) Total: 9 credits	n/a	n/a	n/a	n/a	n/a	n/a

Semester 2: Second summer session II (five weeks)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 520 Design and Delivery of Instruction (4 credits) Online module on CT Core Standards (0 credits) Secondary Only: MAT 529 Content Pedagogy I in Certification Area (3 credits) SPED Only: MAT 516 Special Education Literacy Methods and Evidence-based Practices Total: 7 credits	Provide developmental and/or learning theory rationales for instructional planning decisions. Use Connecticut standards to establish unit outcomes and unit outlines. Plan daily lessons that incorporate elements of Universal Design for Learning. Prepare appropriate daily lesson objectives. Design effective initiations and closures.	Tutor students on individual seatwork or projects (under teacher supervision). Help students with writing assignments using guidelines/structures provided by the teacher. Supervise students as they work independently on assignments. Assist with planned learning experiences in the classroom. Correct student work (first checking with the classroom	Observe lesson using MAT observation rubric Grade lesson plans with reflections.	Work with the MAT candidate(s) to discuss some possible lessons to plan and implement. Complete an online evaluation on candidate(s).	Arrange orientation for the field experience. Be onsite for the first day of the field experience. Observe each candidate formally at least once, and in many cases two or three times during the four weeks, depending on candidate need. Be on call as needed per summer school supervisor's request. Contact the program director immediately if any candidate	Observed lesson using MAT observation rubric PASS/FAIL: Feedback from teacher is considered; if there are significant concerns, student cannot pass the course. Feedback from the cooperating teacher is shared with the MAT candidate.

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
	Design appropriate lesson plans for specific lessons in the field. Incorporate instructor and teacher feedback to improve teaching and planning practice. Design lessons that demonstrate understanding of direct instruction, inquiry, concept attainment or development, and cooperative learning models.	teacher about the appropriate ways to respond to written work). Provide support in development of units and/or materials. Plan and teach lessons.			concerns are raised by the field experience personnel.	

Summary: What should the teacher candidate be able to do at the end of this semester? In this clinical experience, MAT candidates spend four mornings a week (45–65 hours) in a summer school classroom working with a mentor teacher. During this time, they plan and deliver several lessons using a Universal Design for Learning lesson planning format.

Semester 3: Fall semester

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 530 Meeting the Needs of Special Learners in the Classroom (2 credits) MAT 518 ELL Strategies (1 credits) MAT 534 Creating Productive Learning Environments (3 credits) Online dyslexia module MAT 532 Intervention Capstone (3 credits) (data-driven practice, assessment literacy, and teacher research, data-based intervention design, this is the first half of the program capstone) MAT 533 Field Experience in Certification Area (two days or four mornings weekly supervised field experience, university supervisor observations, and seminar,	Demonstrate appropriate mastery of content and content pedagogy in the classroom setting. Develop and implement lessons that meet student needs. Teach lessons judged by the observer to be of acceptable quality. Establish positive relationships with students, teachers, and peers. Create and maintain a	MAT candidates are expected to: - Teach at least six lessons that they have planned. - Tutor students who need extra help or enrichment or assist students with small group or individual work or projects (under classroom teacher supervision). - Review and become familiar with curriculum and materials available in the school (library/media	PASS/FAIL: Observed lessons using MAT observation rubric. PASS/FAIL: Feedback from teacher is considered; if there are significant concerns, student cannot pass the course. Feedback from the cooperating teacher is shared with the MAT candidate. Graded lesson plans (25%) Videotape analysis (20%) Field blogs based on insights gained	E-mail cooperating teacher explaining the parameters of the placement. Meet with the candidate and the cooperating teacher the first or second week of school. Observe each candidate formally at least two, and in many cases three times during the semester, depending on candidate need. Be on call as needed to address concerns.	Work with the MAT candidate to discuss some possible lessons to plan and implement. Help the candidate to determine an appropriate unit to fully develop for the spring student teaching experience. Work with the MAT candidate to identify an area for the teacher research project, aligned to your goals for your students for the year. Help the candidate to get video permissions.	MAT observation rubric Lesson plans forms Videotape analysis rubric Cooperating teacher feedback form

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
secondary and special education collaborative projects) Secondary Only: MAT 531 Addressing Literacy and Language Issues in the Classroom (3 credits) MAT 539 Content Pedagogy II in Certification Area (3 credits) Special Education Only: MAT 517 Special Education Content Methods and Evidence-based Practices (3 credits) MAT 515 Advanced Assessment in Special Education (3 credits) Total: 18 credits	productive learning environment. Analyze the impact of their practice on student learning. Make lasting improvements in their own practice based on feedback from cooperating teacher and university supervisor. Make lasting improvements in their own practice based on self-reflection. Accurately analyze student performance. Collaborate successfully with	center, AV, technology, etc.). - Review student work and give appropriate feedback (with teacher guidance). - Learn more about the school community by reviewing the student and faculty handbooks, visiting school/district website, and reviewing school's strategic school profile found online. - Discuss with the teacher how she or he builds relationships with the students,	in the field tied to research and theory (20%)	Contact the program director immediately if any candidate concerns are raised by the field experience personnel. The Methods Course instructor will also formally observe candidates at least once during the field experience semester, and in many cases two or three times, depending on candidate need.	Contact the program director immediately if you have any concerns about attendance, professional behavior, or the quality of work with your students. At the end of the fall field experience, you will be sent a link to complete an online evaluation on your candidate. Your feedback will assist with the fieldwork practicum portion of the semester's grade.	

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
	other professionals. Demonstrate dispositions associated with effective teaching and professional collaboration.	families, and community. - Discuss with the teacher how she or he uses assessment data to make instructional decisions. - Become familiar with grading policies and record keeping. - Discuss with the teacher possible areas of study and research designs for the action research project you will conduct in the spring. Other tasks as agreed on by host teacher and MAT 533 supervisor.				

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
		Work with host teacher to determine what (if any) releases are required to videotape teaching for purposes of self-analysis. Obtain any needed releases and complete the required tape analyses.				
		Attend school on scheduled dates. Arrive on time and fully prepared. (Note any absences and related makeup dates below.)				

Summary: What should the teacher candidate be able to do at the end of this semester? This is an intense semester for MAT candidates in which they complete a robust field experience (MAT 533) and take a full graduate course load. In MAT 533, candidates spend about 12 hours a week in the public school placement in which they will complete their spring semester internship. During this semester, candidates build relationships with students and the community, plan instruction and interventions, assess student learning, design their capstone project, analyze their own performance, and collaborate with colleagues and parents.

Semester 4: Spring semester

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 540 Internship in the Certification Area (6 credits) (student teaching) MAT 541 Internship Seminar (3 credits) (cross-disciplinary seminar, attention to progress in intervention study, teacher work sample, and educational technology). Secondary Only: MAT 551 Perspectives on Educational Policy and Practice (3 credits) (fully online course completed early in the semester) Special Education Only: MAT 566 Special Education Case Management (3 credits)	15–16 weeks of full-time internship (student teaching)	See *Student Teaching Handbook.*	Candidates are evaluated by both the cooperating teacher and the university supervisor midway through internship (formative) and at the end of the internship (summative).	See *Student Teaching Handbook.*	See *Student Teaching Handbook.*	Student teaching evaluation (midterm and final).

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
(hybrid course focused on advanced study of individualized education programs, case management, and special education law) Total: 12 credits						

Summary: What should the teacher candidate be able to do at the end of this semester? The full-time internship (SPED 540) is the primary focus of this semester. Returning to their fall placement, MAT candidates complete 15–16 weeks of full-time internship, spending at least 500 hours in the field setting. Since these candidates are familiar with the environment, they assume teaching responsibilities more rapidly than traditional student teachers garnering more extended teaching time. To ensure that their students and our candidates learn the most, we encourage mentor teachers and candidates to use a coteaching model. All candidates participate in MAT 541 Internship Seminar (3 credits). The seminar is typically offered on Saturday mornings to support interns as they gain experience, implement their units, complete the edTPA assessment, and implement the intervention that they planned as part of the capstone. A particular focus for the seminar is to examine student work and use data from assessments to guide instruction. The seminar structures assignments and activities to promote professional collaborations between special and general educators.

Semester 5: Second summer session II (five weeks)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
All Candidates: MAT 550 Intervention Capstone II (3 credits) (data-based intervention analysis and conclusions, this is the second half of the program capstone) Total: 3 credits	n/a	n/a	n/a	n/a	n/a	n/a

Summary: What should the teacher candidate be able to do at the end of this semester? Secondary and special education teacher candidates develop a publishable practitioner paper elucidating all components of their study and focusing on the implications for content learning. Special education and secondary education candidates partner to produce projects and that consider content-specific needs for all learners, especially struggling learners, ELLs, and students with disabilities.

Appendix I. Field Experience Planning Template (Example)

Completed By Southern Connecticut State University for the Undergraduate Special Education Program

Program Goal

Provide opportunities to learn and demonstrate competency in evidence-based practices to improve core and specialized instruction to support all students, including students with disabilities, English language learners, and struggling learners, reach college- and career-ready standards in inclusive settings.

Program Outcomes

1. Candidates will understand reading and writing development including typical and atypical patterns of development for different age students (K–12).

2. Candidates will understand the types of literacy (and other) difficulties common to various disabilities (e.g., specific learning disabilities including dyslexia, intellectual disabilities, emotional and behavioral disabilities, and autism spectrum disorders)

3. Candidates will be able to plan, teach, and assess developmentally appropriate literacy instruction (both reading and writing) taking into account whole group and individual student needs.

4. Candidates will be able to recognize when instruction is not working for particular students who are struggling (because of language, disability, culture, maturity, etc.), determine whether the problem is persistent or situational, and adapt/personalize instruction for such students so that their performance improves.

5. Candidates will understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.

6. Candidates will demonstrate the ability to plan and deliver evidence-based instruction in culturally responsive ways.

7. Candidates will demonstrate the ability to implement high-leverage practices within which they nest specific evidence-based literacy practices.

8. Candidates will demonstrate the ability to work effectively with other professionals (e.g., general educators, other specialists such as speech language pathologists (SLPs) in program planning and delivery for at-risk students and students with disabilities.

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Gate 1 (approximately freshman year/sophomore year, first semester): Program Acceptance

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
EDU 200 Teachers, Schools, and Society SED 225 Introduction to Exceptionalities	Please see below (what candidates should be able to do).	30 hours of classroom observations (across both courses); at least 15 hours of those must involve observing an at-risk student(s) or student(s) with disabilities in an inclusive classroom learning environment. Not supervised by course instructor.	Write a case report and do an oral presentation on the accommodations, adjustments, modifications, etc., used with the target student(s); make suggestions for further changes; and tell what the teacher candidate learned from the observation.	None.	Provide guidance about expectations for observations, case report, and oral presentation; troubleshoot problems; provide feedback on and grade assignment.	Rubric to evaluate case report and oral presentation.

Objectives for the clinical experiences in Gate 1: What should the teacher candidate be able to do by the end of this gate?

1. Candidates will begin to understand features of reading and writing development including typical and atypical patterns of development.
2. Candidates will begin to understand types of literacy (and other) difficulties common to various disabilities (e.g., specific learning disabilities including dyslexia, intellectual disabilities, emotional and behavioral disabilities, and autism spectrum disorders).
3. Candidates will be able to recognize when instruction is not working for particular students who are struggling and begin to think about possible strategies for addressing students' problems.
4. Candidates will begin to understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.

Gate 2 (approximately sophomore year, second semester/junior year)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
SED 365 Basic Principles of Academic Assessment and Remediation for Exceptional Individuals (this course is a prerequisite/corequisite for SED 435)	See below (summary of what the candidate should be able to do).	Teacher candidates assess and tutor a child in math, in a local public school, under the direct supervision of the course instructor (eight fieldwork sessions).	Exams to assess candidates' pedagogical content knowledge (two in SED 365, three in SED 435). Diagnostic report, lesson plans, and fieldwork portfolio in each course (both SED 365 and 435).	Classroom teachers recommend the children to be tutored and obtain parent permissions.	For both 365 and 435: Teach pedagogical content knowledge and how to administer assessments prior to the start of fieldwork; teach how to design an evidence-based lesson using the assessment data; supervise all fieldwork sessions; provide constructive feedback to candidates' instruction and behavior management; troubleshoot problems.	Diagnostic rubric that outlines expectations for diagnostic report and evaluates candidates with regard to diagnostic content, writing, and goals for the child (math and reading/spelling) Lesson plan rubric that outlines expectations for evidence-based, explicit instruction in key components of math (SED 365) and reading/spelling (SED 435). Candidates are evaluated based on this rubric in both courses.

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
SED 435 Language Arts for Exceptional Individuals		Teacher candidates assess and tutor a child in reading and spelling, in a local public school, under the direct supervision of the course instructor (eight fieldwork sessions).		Classroom teachers recommend the children to be tutored and obtain parent permissions.		Fieldwork rubric that outlines expectations and evaluates candidates' performance across multiple instructional sessions as well as their ability to engage the child, manage behavior appropriately, respond to constructive feedback from the course instructor, etc.
SED 375 Classroom Management Techniques in Educational Settings		Candidate observes a student or students with problem behaviors in a special education or inclusive classroom for at	Primary written assignment involves a report on what the candidate has observed regarding the teacher's use of specific EBPs.	None	Teach pedagogical content knowledge (e.g., classroom and behavior management principles; positive behavior supports;	SED 365/375: Read and sign off on Professional Dispositions Assessment in TK20.

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
		least 10 hours and observes the teacher's use of evidence-based product (EBP) strategies. Not supervised by course instructor.			reinforcement concepts and strategies) prior to the start of the observation assignment; teach evidence-based strategies for managing behavior.	Rubric to evaluate written assignment

Objectives for the clinical experiences in Gate 2: What should the teacher candidate be able to do at the end of this gate?

1. Implement Gradual Release of Responsibility (GRR) model in both math and literacy.
2. Administer and interpret formative assessments in math.
3. Administer and interpret formative assessments in reading and spelling.
4. Plan and implement a series of evidence-based lessons in math, on a one-to-one basis, that addresses the instructional needs of a child with math weaknesses.
5. Plan and implement a series of evidence-based lessons in reading and spelling, on a one-to-one basis, that addresses the instructional needs of a child with literacy weaknesses.
6. Provide one-to-one instruction that is engaging and culturally responsive.
7. Choose appropriate manipulatives and other math materials, as well as appropriate books for a child's oral reading and tutor read-alouds, supplementing as needed with candidate-made materials.
8. In a one-to-one context, monitor a child's math and literacy progress, reflect on instruction, recognize when instruction is not working, and adjust instruction accordingly.
9. Recognize and evaluate the use of EBPs with students who have behavior problems in a classroom setting (inclusive or special education).
10. More fully understand the elements of classroom management, student engagement, instructional planning, delivery, and assessment that need to be addressed in creating a culturally responsive learning environment.
11. Understand and evaluate themselves in relation to important professional dispositions for special educators.

Gate 3 (approximately junior year, second semester/senior year, first semester)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
SED 449 (From Theory to Practice: A School-based Experience in Special Education)	See below (summary of what the candidate should be able to do).	Candidates work in a local public school for the entire semester, under the direct supervision of the course instructor, implementing both group instruction and one-to-one instruction with an individual student.	Diagnostic assessment of an individual child, with initial and revised versions; weekly lesson plans for that student the entire semester; thematic unit planned with a team of teacher candidates and delivered to a group of children in a content area (usually science); reflective journal; fieldwork portfolio	Classroom teachers recommend the children to be tutored; provide information on children's DRA2 levels and other skills; confer with candidates about thematic unit; provide feedback about candidates' lesson.	Teach pedagogical content knowledge and how to administer assessments prior to the start of fieldwork; teach how to design evidence-based lessons, to groups of children as well as individual children, using the assessment data; supervise all fieldwork sessions; provide constructive feedback to candidates' instruction and behavior management; troubleshoot problems.	Separate rubrics to evaluate diagnostic assignment, lesson plans, and fieldwork portfolio. Rubric for fieldwork portfolio includes consideration of thematic unit.

Objectives for the clinical experiences in Gate 3: What should the teacher candidate be able to do at the end of this semester?

1. Apply GRR model in both a 1-to-1 and small group context.
2. Administer and interpret formative assessments in written expression as well as math, reading, and spelling.
3. Plan and implement a series of evidence-based lessons in written expression, as well as reading, math, and spelling, on a 1-to-1 basis, that addresses the instructional needs of a child with weaknesses in some or all of those areas.
4. Plan and implement a thematic unit with a group of children in a classroom setting that addresses reading, writing, vocabulary, and content (usually science).
5. Work collaboratively with other candidates to plan and deliver the thematic unit, as well as confer with classroom teachers.
6. Provide group as well as 1-to-1 instruction that is engaging and culturally responsive.
7. Choose appropriate, evidence-based curriculum materials for instructional objectives, modifying and adjusting existing materials and supplementing with candidate-made materials.
8. In both a small group and 1-to-1 context, monitor children's progress, reflect on instruction, recognize when instruction is not working, and adjust instruction accordingly.
9. Analyze and address problem behaviors in a small-group context.

Gate 4 (senior year, first or second semester)

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
EDU 300 and 400 (Student Teaching I and II) SED 452 (Seminar in Reflective Practice) SED 452 must be taken concurrently with EDU 300 and 400; all lower-level gate courses must be completed prior to the student teaching semester.	See below.	Candidates have 2 eight-week student teaching placements, involving at least two different disability categories (e.g., learning disabilities or intellectual disabilities).	Lesson plan template; observations with written feedback; instructional project with pre-assessments and post-assessments demonstrating impact of instruction on student learning; student teaching evaluation; professional dispositions assessment.	Participate in training for cooperating teachers; provide supervision, mentoring, support, and constructive feedback to student teachers; help decide the pace of increasing responsibilities over the course of the student teaching placement; contact supervisor promptly to discuss any concerns; keep written records; complete the student teaching	Take the lead in establishing communications with the cooperating teacher; confer with the cooperating teacher regularly to discuss the teacher candidate's progress as well as any concerns; complete at least a minimum number of observations of the student teacher with written feedback and conferencing; discuss midterm and final evaluation with cooperating teacher	Student teaching observation form; student teaching evaluation form (based on the Connecticut Common Core of Teaching); rubric for "impact on student learning" project; professional dispositions assessment; sample lesson plan template

Course and Description	Objectives for Clinical Experiences	Field Activities and Strategy Employed	Key Assessments With Standards Met	School-Based Educator Responsibilities	Candidate Supervisor Responsibilities	Tools (Guidance tools, observation tools, etc.)
				evaluation at the midpoint and end of the placement; convey information to the supervisor that might help improve the teacher preparation program.		

Objectives for the clinical experiences in Gate 4: What should the teacher candidate be able to do at the end of this semester?

1. By the end of each student teaching period, assume all responsibilities of the cooperating teacher (with his/her support), including planning lessons, delivering instruction, managing student behavior, attending meetings and parent conferences, participating in afterschool responsibilities, etc.
2. Demonstrate impact of his/her instruction on student learning by pre-assessments and post-assessments of a series of lessons, including graphing of student growth.
3. Demonstrate all competencies of the Connecticut Common Core of Teaching.
4. Demonstrate all professional dispositions necessary to be an effective special educator.
5. Collaborate effectively with other professionals and with parents.
6. Meet all outcomes listed under "Program Outcomes."