



Student Handbook  
Initial Teacher Preparation  
Graduate Programs (MAT & School Library Media Specialist)  
2025 - 2026

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## Welcome from the Dean

Dear Students,

Welcome to the College of Education! As dean, I am honored to extend my warmest greetings as you embark on this exciting journey of learning, growth, and professional development.

Education is a powerful tool for change, and here at Southern Connecticut State University's College of Education, we are committed to equipping you with the knowledge, skills, and experiences necessary to make a lasting impact in the field. Whether you are pursuing a career in teaching, educational leadership, counseling, or research, our faculty and staff are dedicated to supporting your academic and personal success.

Throughout your time with us, you will have access to innovative programs, hands-on learning opportunities, and a community that values collaboration, diversity, and excellence. I encourage you to engage with your peers, seek guidance from your professors, and take full advantage of the many resources available to you.

Your journey in education is not just about acquiring knowledge. It's about inspiring and transforming lives. I have no doubt that each of you will contribute meaningfully to the future of education, and I look forward to celebrating your achievements along the way.

Once again, welcome to the College of Education. Cordially and with best wishes for a fulfilling and successful academic experience.

Sincerely,

**Christopher E. Trombly, Ph.D.**

Dean, College of Education

Southern Connecticut State University

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## Introduction

Congratulations on your acceptance into the teacher preparation program at Southern Connecticut State University! Whether you are pursuing the Master of Arts in Teaching (MAT) or the Graduate Certificate in School Library Media Specialist, you are now part of a vibrant and dedicated community dedicated to preparing high-quality, equity-minded educators ready to meet the needs of today's learners.

As you enter the professional phase of your academic journey, you are stepping into a new and exciting role—not just as a student, but as a **teacher candidate**. This phase marks your transition into becoming a thoughtful, effective, and compassionate educator, ready to meet the diverse needs of today's learners.

The College of Education at SCSU serves as the **Educator Preparation Provider (EPP)** with programs approved by the State of Connecticut and nationally accredited by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#). We are proud recipients of the CAEP Frank Murray Award for Excellence in Educator Preparation—an honor that reflects our commitment to preparing future teachers who are knowledgeable, skilled, and ready to make a meaningful impact in the classroom.

This handbook is designed to support you throughout your time in the professional program. Inside, you will find essential information about field experiences, program expectations, academic policies and procedures, certification requirements, and helpful tips to keep you organized and on track. Please note that the handbook is updated annually, or whenever the Connecticut State Department of Education makes changes to policies or certification requirements. To ensure you are always working with the most current information, always check the latest version available on our [webpage](#).

This handbook complements the [University Student Handbook](#), and all students are expected to be familiar with and adhere to the academic policies and procedures outlined therein.

The faculty and staff of the College of Education are here to support your growth and success. This handbook is just one of many resources to help guide you along the way, so use it well, and don't hesitate to ask questions or seek support when needed.

We look forward to working with you and watching you grow into the kind of educator who makes a lasting difference.

Welcome to the next phase of your journey!

# I. Professional Behavior Expectations and Code of Ethics

As a teacher candidate at the College of Education at SCSU, you are entering a profession that demands high standards of conduct, integrity, and ethical responsibility. From the moment you are admitted into the teacher preparation program, you are expected to consistently model professional behavior—both in your university coursework and during field experiences.

Your actions and dispositions reflect not only on you as an individual, but also on the College of Education, the university community, and the teaching profession. As such, your behavior must consistently align with the expectations outlined in the **Connecticut Code of Professional Responsibility for Teachers (Appendix 1)**, the **Model Code of Ethics for Educators (MCEE) (Appendix 2)**, and the values upheld by the **College of Education**.

As part of these expectations, you are expected to demonstrate the following:

- **Personal attitudes and dispositions** such as responsibility, adaptability, and respect for diversity.
- **Professional behavior** is appropriate to the context, recognizing that your conduct directly impacts how others perceive the teaching profession.
- **Confidentiality** in handling any information obtained during your coursework or field experiences related to students, families, peers, and school personnel.
- **Integrity and honesty** in all academic and professional communications including assignments, discussions, assessments, and interactions with faculty and school partners.

Additionally, expectations related to attendance, appearance, use of school facilities, technology, security, and videotaping are outlined in the **Professional Behavior in Clinical Field Experiences and Student Teaching section** of this handbook. Adherence to these guidelines supports your development as a professional educator.

The College of Education is committed to upholding the ethical standards outlined in both the Connecticut Code of Professional Responsibility for Teachers and the Model Code of Ethics for Educators (MCEE). These standards guide professional conduct and must be followed at all times. Any violation of these expectations would result in review in accordance with the **Guidelines for implementing the Scaffolding for Success Action Plan (SSAP)**, detailed in **Appendix 3**, and may affect your standing in the program.

By meeting these expectations, you demonstrate your readiness to join a respected profession and your commitment to the students and communities you will one day serve.

## II. Academic Standards and Progress in the Program

Throughout their program, candidates are continuously assessed on their **content knowledge, professional skills, and professional dispositions. Each semester**, and as part of the continuous assessment of candidates, faculty review student performance in three key areas: Key course grades and overall GPA, Performance on **key assessments**, and Professional dispositions and attitudes, both on and off campus in clinical placement settings.

These evaluations help ensure that candidates are progressing appropriately and are prepared for the responsibilities of the teaching profession. When concerns arise, follow-up actions are taken in accordance with the guidelines for implementing the Scaffolding for Success Action Plan (SSAP) ([Appendix 3](#)).

### II.1. Programmatic Checkpoints (“Gates”)

In addition to the **ongoing semester monitoring** of academic performance, key assessments, and professional dispositions, candidates must also successfully pass through a series of **programmatic checkpoints**, or “gates,” at critical stages of the teacher preparation program.

These gates are designed to ensure that candidates are ready to advance to the next phase in their preparation and ultimately enter the teaching profession with the necessary knowledge, skills, and dispositions.

#### Gate 1: Admission to the College of Education

In addition to meeting the general admission requirements of the Graduate School, applicants seeking admission to the College of Education must also fulfill all program-specific criteria and requirements.

- **Conditional Admission:** Candidates who do not meet one or more of the requirements may be considered for **conditional admission**. In such cases, they must satisfy the stipulated conditions by the specified deadline in order to maintain their enrollment status.
- **Support Plans:** Candidates who do not meet the required score on their Basic Test skills will be conditionally admitted to the College of Education, and they will be required to complete the **Math and/or Reading Academic Support Plans** by the assigned deadline.

- **Appeal for extensions:** In cases of extenuating circumstances, candidates may request an extension of the deadline by emailing [coeadmissions@southernct.edu](mailto:coeadmissions@southernct.edu) prior to the original deadline

## Gate 2: Eligibility for Student Teaching

Before beginning student teaching, candidates must complete all required coursework, demonstrate appropriate professional dispositions, and fulfill any additional program-specific requirements.

### *Situations That May Delay Student Teaching:*

In some cases, candidates may not be permitted to proceed to student teaching due to unmet requirements or concerns about readiness. These situations include:

- a. **Incomplete Requirements:** Candidates who have not completed all coursework or admission stipulations may **petition to student teach with outstanding requirements** ([Appendix 4](#)). Petitions will only be considered if the missing requirements do not include core professional education courses. An approved petition does not waive the outstanding requirements. Candidates must complete all remaining requirements after student teaching.
- b. **Performance or Dispositional Concerns:** In cases where concerns arise regarding a candidate's performance on key assessments or gate evaluations – and especially when those concerns are serious enough to potentially impede the candidate's ability to meet program expectations – the candidate will be referred to a review committee to develop a Scaffolding for Success Action Plan (SSAP). The SSAP will outline specific strategies, support, and expectations for improvement. This action plan must be followed and successfully completed before the candidate is allowed to begin student teaching.

## Gate 3: Program Completion and Certification Recommendation

To be recommended for **Connecticut teacher certification**, candidates must meet all program and state requirements at the time when the application is submitted. Currently these include:

- Completion of all required coursework and conferral of the degree
- Passing all state-mandated exams (See [Appendix 5](#) for details)
- Completion of all required online modules (refer to the “[Additional requirements for state certification](#)” section).

## II.2. GPA Requirements and Academic Monitoring

Once admitted to the graduate program in teacher preparation, candidates must maintain a minimum cumulative GPA of 3.0 in order to continue progressing through the program, as per the policies of the graduate school. GPA is monitored each semester. More information may be found at the [School of Graduate and Professional Studies' webpage](#).

## II.3. Dismissal of admission to the College of Education

Candidates may be dismissed from the professional program at the College of Education for any of the following:

- **Professional behavior and dispositions:** Dismissal may result based on the outcome of a Level 2 review conducted by the College of Education. This review follows the procedures outlined in the *Guidelines for implementing a Scaffolding for Success Action Plan (SSAP)* (see [Appendix 3](#)), and may include one or more of the following:
  - Violations of the *Model Code of Ethics for Educators (MCEE)* or the Connecticut Code of Professional Responsibility
  - An inability to meet professional expectations that impacts the candidate's performance as a teacher, and effectiveness as a future teacher
  - Providing falsified or misleading documentation or information related to programmatic, academic, or professional qualifications or competencies
  - Other due and sufficient cause.

## III. Additional Requirements for State Certification

In addition to completing the required coursework in their major, all graduate candidates must fulfill additional requirements to meet the Connecticut State Department of Education (CSDE) requirements in order to be eligible for teacher certification. These include passing the appropriate licensure exams for their certification area and completing a set of non-credit, extracurricular modules.

### III.1. State Licensure Exams

All teacher certification candidates are required to complete the state licensure exams specific to their certification area. The exams vary by program and are detailed in [Appendix 5](#), which also includes a recommended timeline for when to take those exams. It is important that candidates do not take these exams too early in the program, as adequate preparation is essential for success. For specific questions regarding those exams, candidates should discuss with their advisor or program coordinator.

Information on exam **registration procedures** are provided in [Appendix 6](#) , and details regarding **testing accommodations** can be found in [Appendix 7](#).

### III.2. Extra-Curricular Modules

All graduate candidates need to complete the following **four** modules to fulfill additional CSDE requirements. These non-credit modules are offered at no cost by the College of Education. Registration for these modules needs to be done through Banner self-service. Please consult with your advisor or program coordinator for their recommendation on when to complete those modules:

- COE 200 – Social Learning in Children Module
- COE 201 – Dyslexia Module
- COE 202 – Health and Mental Health Module
- COE 203 – Computational Thinking Module

## IV. Clinical Experience & Student Teaching

Clinical experiences are foundational components of the teacher education program. They provide candidates with structured, hands-on opportunities to observe, assist, and gradually take on teaching responsibilities in real classroom settings. Early experiences involve observing classroom dynamics and assisting the mentor teacher with instructional tasks. As candidates advance through the program, they take on increasing responsibilities—leading small group activities, planning lessons, and ultimately assuming full teaching duties during the student teaching placement.

These experiences are essential in preparing future educators for the realities of the classroom. Through guided practice, reflective learning, and ongoing mentorship, candidates develop effective instructional strategies, classroom management skills, and professional dispositions. Clinical experiences not only fulfill program requirements but also serve as a critical bridge between academic preparation and professional practice. By engaging in these experiences, candidates gain the confidence, competence, and insight necessary to transition successfully into their teaching careers.

Over the course of the program, candidates will complete several clinical placements in diverse school settings, including both urban and suburban districts. These placements are intentionally varied to ensure that candidates are exposed to a broad range of educational environments and student populations. A variety of placements is essential to better prepare candidates for their future career.

Clinical placements vary by course. Some clinical courses have **predetermined placement locations and schedules** required by the academic program, while others may allow candidates to indicate geographic preferences for their placements. For a complete list of field experiences, please refer to [Appendix 8](#).

It is essential that candidates complete their fieldwork according to the timeline provided. Field hours must be **distributed consistently throughout the semester**—not condensed into a short period—to ensure meaningful engagement, reflection, and professional growth. Candidates should refer to their course syllabus for specific fieldwork expectations, deadlines, and guidance.

The **placement map** (see [Appendix 9](#)) outlines the College of Education’s partnering school districts and locations across Connecticut where placements typically occur. These sites provide a range of urban and suburban experiences essential to candidate development. If a candidate requires a placement outside those sites due to exceptional circumstances, they must contact the Office of Educator Services (OES) as early as possible prior to the start of the semester in which they are seeking placement.

Candidates enrolled in Residency programs or working under a Durational Shortage Area Permit (DSAP) should refer to [Section VI](#) for specific guidance and requirements.

## IV.1. Fingerprinting and Background Checks

Connecticut law requires all candidates in teacher/educator certification programs to undergo state and federal criminal history background checks before participating in school-based field experiences. As part of the background check, students need to be fingerprinted.

All candidates enrolled in a course requiring entrance into a P-12 school to complete an assignment, field experience requirement, and student teaching placement will be required to complete the district’s onboarding requirements, which may include additional administrative documents. Candidates will receive notice and contact information regarding requirements when the course placement information is communicated. It is the candidate’s responsibility to ensure that they complete all district requirements before starting placement.

Any prior convictions revealed in a candidate’s background check may prevent Connecticut school districts from accepting that candidate for placement and may impact their ability to complete the teacher certification program. For such cases, the University will not be responsible for a candidate’s inability to complete the program. Background checks are conducted exclusively by the school districts, which determine on a case-by-

case basis the appropriateness of the placement. SCSU does not conduct, receive, review, or engage in discussion regarding student background check results.

## IV.2. Candidate Responsibilities in the Placement Processes

### IV.2.1. Clinical Placement Procedures and Candidate Responsibilities

As previously noted, some clinical courses have predetermined placement locations and schedules based on program requirements, while others may allow candidates to indicate geographic preferences. Regardless of whether the placement is predetermined or based on candidate preferences, the Office of Education Services will communicate essential details via email. This includes information about the placement location, expectations, timelines, and any required documentation. Candidates are expected to monitor their Southern email regularly and follow all instructions provided to ensure a smooth and successful start to their clinical experience.

Proactive engagement in the placement process is essential. Candidates are expected to respond promptly to requests for information, attend meetings with school administrators and teachers when applicable, and complete background checks and other administrative requirements prior to beginning the placement, as required.

**Note:** Candidates enrolled in Residency programs or working under a Durational Shortage Area Permit (DSAP) may complete the required clinical experience within their current school district. For further guidance, candidates should consult with their program coordinator and refer to [Section VI](#) for specific requirements.

### IV.2.2. Student Teaching Placement Procedures and Candidate Responsibilities

To initiate the student teaching placement process, all candidates must complete the “**Request for Student Teaching Placement**” form. The link to the form will be made publicly available and distributed via emails to candidates and faculty advisors approximately three months before the **Priority Submission Date (see section IV.2.3)**. Timely submission of this form is essential to ensure proper placement coordination and alignment with district and university timelines.

Candidates enrolled in **Residency programs** or working under a **Durational Shortage Area Permit (DSAP)** are **not required** to submit a student teaching placement request form. For more information, refer to [Section VI](#).

- Candidates who miss the priority submission date should contact the Office of Educational Services at [scsuteachered@southernct.edu](mailto:scsuteachered@southernct.edu) for assistance. Please note that late submissions may result in placement delays.
- If your intended term for Student Teaching changes after submitting the Placement Request form, you must notify the office of Educational Services via email to update your information.
- All school districts **require** a resume and a cover letter addressed to cooperating teachers. These documents must be submitted along with the placement request. For support in writing resumes and cover letters, candidates are encouraged to consult the Office of Career and Professional Development at <https://www.southernct.edu/career>. Samples of student teaching-specific resumes and cover letters are available in **Appendix 10**.
- Candidates may update their resume and cover letter at any time after submitting the placement request. Updated documents should be sent to [scsuteachered@southernct.edu](mailto:scsuteachered@southernct.edu) with the intended placement term clearly indicated in the subject line.

### **IV.2.3. Priority Submission Dates**

#### ***Programs with Fall or Spring student teaching placements:***

Candidates in the following programs may be placed in either the Fall or Spring semester, depending on their progress in the program and estimated completion time of their coursework: MAT-Elementary Ed, MAT-Elementary Ed/ Bilingual, MAT-Early Childhood, MAT- Special Education, and MAT-Art Education.

- **Priority Submission date for Fall Placement:** Submit by February 1<sup>st</sup>.
- **Priority Submission date for Spring Placement:** Submit by September 1<sup>st</sup>.

#### ***Programs with Spring student teaching placement only:***

Candidates in School Library Media are placed for Spring student teaching only.

- **Priority Submission date:** September 1<sup>st</sup>.

#### ***Programs with full-year placements:***

Candidates in the MAT- Secondary Ed programs (Math, World Languages, Sciences, English, History & Social Studies) are placed for a full academic year in one placement setting. In Fall, they complete their methods course and in spring they complete their student-teaching.

- **Priority Submission date:** February 1<sup>st</sup>.

**Note:** In rare cases, candidates may need to have an off-cycle placement due to several factors or sometimes when interruption occurs. Candidates need to discuss the matter with their program coordinator to plan a solution. For programs with full-year placements, the adjusted placement will not be with the same class and may not be in the same school.

### IV.3. Professional Behavior in Clinical Field Experiences and Student Teaching

As shared previously ([Section 1](#)), whether you are on campus or in a clinical placement, you must consistently align with the expectations outlined in the Connecticut Code of Professional Responsibility for Teachers ([Appendix 1](#)), the Model Code of Ethics for Educators (MCEE) ([Appendix 2](#)), and the values upheld by the College of Education.

As part of these expectations, you must demonstrate personal attitudes and dispositions, professional behavior, confidentiality, integrity, and honesty at all times. In addition, the following apply to all clinical field placements and student teaching:

- a. **Attire In Placement:** Candidates are expected to dress professionally while in their placement settings. Attire should reflect a serious commitment to the responsibilities of educating children and adolescents, while also being appropriate for the specific activities in which the candidate will be engaged (e.g., conducting science experiments, leading physical activities). Candidates must also adhere to the dress code policies of their assigned school or district, when applicable. Professional appearance is an important aspect of modeling appropriate behavior and maintaining credibility in the classroom.
- b. **District Policies and Procedures:** Candidates are responsible for following all placement district and school policies and procedures (including but not limited to social media and technology use, student relations, drug-free workplace policies, etc.).
- c. **Interactions with Students:** Candidates are responsible for ensuring that their interactions during school functions are professional and meet the MCEE and CT Code of Professional Responsibility for Educators. SCSU students should not establish relationships with students outside regular school hours during or after the completion of placement.
- d. **Social Media:** It is highly recommended that candidates do not share or accept social media requests from students while in placements. Candidates should be extremely cautious about allowing students access to their social media accounts during or after the placement. Candidates who allow public access to their accounts must ensure that all information on the account is suitable for underage minors. The candidate's social media postings, pictures, and other online content

must maintain the highest standards for positive role modeling behavior for children.

## IV.4. Professional Responsibilities during Clinical Field Experiences and Student Teaching

### IV.4.1. Video Recording:

During your clinical coursework and your student teaching, you will have assignments that require you to record lessons or segments of your teaching (e.g. for the Candidate Student Teaching Portfolio Assessment CSTPA).

Before recording:

- You must coordinate the recording date with your mentor/cooperating teacher.
- A notification letter must be sent to parents/ guardians of students in the classroom ([Appendix 11](#)).
- If any parents/guardians do not consent to their child being recorded, those students must be positioned behind the camera and excluded from the video footage.
- **Parent notification letter** is available for download in **English**. Be sure to check with your mentor teacher or cooperating teacher to determine if versions in additional languages are needed. For letters in other languages, please contact the **Office of Educational Services (OES)**.
- These steps are essential to ensure compliance with privacy laws and ethical standards in educational settings.

**IV.4.1.1 Uploading video to Blackboard:** Before uploading your video recording to Blackboard (BB), you must first upload it to **Kaltura**. For detailed instructions, please refer to [Appendix 12](#).

**IV.4.1.2. Video Equipment loan:** Video equipment is available for loan at no cost from the Office of Educational Services (OES). Candidates can reserve equipment via online request at [OES Video Equipment Request 2025-2026](#)

- **Loan Period:** Two weeks, with the option to extend if available.
- **Responsibility:** Candidates are responsible for the equipment and its contents while in their possession.
- **Financial Liability:** Candidates are financially responsible for any damage, loss, or improper sharing of video/audio stored on the device.

- **Data Handling:** All equipment is erased of content upon return to OES. Once erased, the data is irretrievable.

#### **IV.4.2. Reporting an Injury:**

Candidates who are injured while in a school setting during clinical field experiences or student teaching are required to report the injury immediately to the following:

- Their mentor/host/cooperating teacher,
- Their faculty instructor,
- and the Office of Educational Services (OES).

Prompt reporting ensures that appropriate documentation and support can be provided in a timely manner.

#### **IV.4.3. Attending District Professional Development and Training:**

Candidates are encouraged to attend any district-sponsored professional development sessions or training events that occur during their clinical field experiences or student teaching placements, when offered the chance. Participation in these activities is a vital part of professional growth and helps candidates gain insight into school-wide practices, instructional strategies, and district initiatives. Attendance should be coordinated in advance with your mentor/cooperating teacher and faculty instructor or university supervisor, and any scheduling conflicts must be communicated in advance.

For student teaching placements, completion of mandatory district training as part of the onboarding process is required and takes precedence over other responsibilities.

#### **IV.4.4. Balancing Commitments During Clinical Placements**

During semesters when candidates are engaged in clinical placements or student teaching, it is strongly recommended that they consult with their Program Coordinator or Department Chair prior to the start of the semester if they have additional commitments—such as athletics, employment, leadership roles, community service, volunteer work, or travel. This conversation can help ensure that candidates are able to effectively manage their time and meet the **expectations and requirements** of their placement.

#### **IV.4.5. Requesting Accommodations**

Students who require accommodations due to a disability must contact the **Center for Academic Success and Accessibility Services (CASAS)**. CASAS staff will work with

students to determine appropriate accommodation and support services to ensure equal access to academic experiences.

Buley Library, Rm. 303

Phone 203-392-6828

[casas@southernct.edu](mailto:casas@southernct.edu)

<https://inside.southernct.edu/casas/accessibility-services>

#### IV. 4.6. Participation in Field Trips and School Outings

Student Teacher Candidates may participate in school-sponsored field trips and outings when such opportunities are available and permitted by the placement district. While participation in these activities can offer valuable learning experiences, it is not a requirement of student teaching. Participation is entirely voluntary, and student teaching candidates assume full responsibility for any associated risks.

#### IV.4.7. Mentor Teacher/Cooperating Teacher Absence

During clinical placements, candidates must not be left alone in the classroom with full responsibilities without supervision unless a school district employee is present. If you find yourself in such a situation, please notify your University Supervisor, Program Coordinator, Department Chair, or the Office of Educational Services as soon as possible. For additional guidance regarding a Cooperating Teacher's absence during student teaching semester, please refer to Section [V.3.1](#) of this handbook.

### V. Overview of the Student Teaching Semester

This section provides important information specific to the student teaching semester. Before you proceed reading it, please ensure you have reviewed [Section IV: Clinical Placement and Student Teaching](#), as it contains details and guidance necessary for a successful student teaching experience.

#### V. 1. Student Teaching Orientation

All student teacher candidates are required to attend an **in-person orientation session** held prior to the start of their student teaching semester. This orientation provides essential information regarding expectations, responsibilities, policies, and procedures related to clinical experiences and student teaching.

In addition to preparing candidates for a successful placement, the orientation offers opportunities to meet University Supervisors, connect with peers, and ask questions in a supportive environment. The session will also include an overview of the assessments that

candidates will complete during the semester, as well as guidance on preparation for certification to ensure a smooth transition at the end of the semester.

Details about the date, time, and location will be communicated in advance by the **Office of Educational Services**.

Candidates who are **unable to attend** the Student Teaching Orientation must notify their Department Chair and/or Program Coordinator and obtain approval to be excused.

## V. 2. Staying on Schedule During Student Teaching

Student teaching is a full-time commitment that mirrors the schedule of a professional educator. Candidates are expected to be present at their placement school from the start of the school day until dismissal, following the daily schedule of their assigned cooperating teacher. This includes arrival times, instructional hours, and any required meetings or duties. Consistent attendance and punctuality are essential to support student learning and demonstrate professional responsibility.

All student teaching placements have a required duration and require full school day attendance, five days a week, in alignment with the school calendar. Candidates are responsible for ensuring they have access to reliable transportation to and from their placement site throughout the semester. The University does not provide or arrange transportation.

Additionally, candidates should plan ahead for family care and personal travel to avoid conflicts with placement responsibilities. In the event of an emergency or unexpected situation, candidates must communicate promptly with their Cooperating Teacher and University Supervisor.

### V.2.1. Single Placement vs. Two Placements: What your Program Requires

Depending on your academic program, you may be required to complete either one or two student teaching placements during the same semester. Some programs involve a single, continuous placement, while others require two distinct placements in different educational settings to provide a broader range of experience. For a complete list of program-specific requirements, please refer to [Appendix 8](#).

### V.2.2. Absence During Student Teaching Semester

As previously stated, student teaching is a full-time commitment for the entire semester, requiring attendance five days a week. In the event of an absence, candidates must notify the cooperating teacher in accordance with the communication plan established at the start of the placement.

Occasional absences due to medical issues or family emergencies may be unavoidable. Up to **five days of excused absences** are permitted over the course of the semester, provided they are justified and the placement requirements are still met. Any absences beyond this limit must be made up, which may extend the duration of the placement or, in some cases, impact the placement itself.

In the case of an extended absence, it is essential to immediately inform your Cooperating Teacher, University Supervisor, Department Chair, and the Director of the Office of Educational Services (OES).

### **V.2.3. Student Teaching Seminar**

All teacher candidates are required to enroll in, attend, and successfully complete the Student Teaching Seminar course during their student teaching semester. This seminar is a mandatory component of all teacher preparation programs and must be taken concurrently with the student teaching placement. A **key requirement of the seminar** is the completion of the **Candidate Student Teaching Portfolio Assessment (CSTPA)**, which is based on the candidate's experience in the field. Candidates are responsible for coordinating with their Cooperating Teacher to ensure they can leave their placement in time to travel to and attend each seminar session at the scheduled time – if there are any conflicts.

### **V.2.4. Breaks and Closings**

**School Calendar:** Student Teacher Candidates are expected to follow the calendar of their placement school or district for all breaks, holidays, openings, and closures. For example, candidates will observe the placement school's Spring Break, not the University's.

**Inclement Weather:** In the event of inclement weather, Student Teacher Candidates must adhere to the school or district's protocols for weather-related closings, delays, or early dismissals. If weather conditions make travel unsafe, candidates are responsible for notifying both their Cooperating Teacher and University Supervisor as soon as possible, following the district's procedures for reporting absences. When a delayed opening or early dismissal is announced by the placement school or district, candidates must adjust their schedule accordingly.

## V. 3. Supervision, Employment Restrictions, and Non-Teaching Assignments

### V.3.1. Cooperating Teacher Absence

Student Teacher Candidates are not licensed teachers and therefore **may not be left alone with full responsibility for a classroom** for a full day. While candidates are expected to gradually assume full instructional duties by mid-semester, a paid school employee must always be present in the building and ultimately responsible for the class.

- **Short-Term Absences:** Once the candidate is well-established in the classroom ([see section V.4.2 – phase 3](#)), and with mutual agreement, the Cooperating Teacher may step out of the classroom or accompany students elsewhere in the building.
- **Full or Partial Day Absence:** If the Cooperating Teacher is unexpectedly absent, the Student Teacher Candidate is still expected to attend placement. Before the placement begins, the candidate and Cooperating Teacher should discuss the school's protocol for handling absences. A **paid staff member** (e.g., substitute teacher or administrator) must be assigned to the classroom. If both the Cooperating Teacher and the candidate agree, the candidate may lead instruction only if a paid staff member is present. If no staff member is available, the candidate must notify their University Supervisor and the Office of Educational Services immediately.

### V.3.2. Substitute Teaching and Employment

Under **Connecticut state law**, Student Teacher Candidates **may not be employed as substitute teachers** during their student teaching placement

### V.3.3. Assignments Outside the Classroom

Some schools and districts may involve Student Teacher Candidates in responsibilities beyond classroom instruction, such as supervising transitions to specials, lunch, or bus duty. These experiences can offer valuable insight into the broader role of a teacher. Candidates are **encouraged to participate** in these activities when appropriate, as long as they **do not interfere with core teaching responsibilities**.

If a candidate has concerns about any assigned duties outside the classroom, they should first speak with their Cooperating Teacher and/or University Supervisor. If the issue remains unresolved, the candidate may also contact their Program Coordinator or Department Chair for further support.

## V. 4. Student Teaching: Expectations and Role Development

Throughout the student teaching placement, the role of the Student Teacher Candidate evolves as they gradually assume the responsibilities of a full-time classroom teacher. In collaboration with their Cooperating Teacher and University Supervisor, candidates will develop a plan to systematically increase their instructional and classroom responsibilities. This progression culminates in the candidate taking full leadership of the classroom.

Expectations for all programs are organized into three developmental phases, reflecting the typical progression of responsibilities. The timing of each stage may vary depending on the program and placement length.

Throughout the placement, candidates are expected to:

- **Fully engage in school life**, including attending faculty meetings, participating in PPT and 504 team meetings, and supporting school-wide events.
- **Collaborate effectively** with educators such as cooperating teachers, paraeducators, student support professionals, and administrators to enhance student learning.
- **Participate in professional learning opportunities** offered by the school or district.

### V.4.1. Preparation for Placement: Prior to the Start of Student Teaching

1. Contact the Cooperating Teacher (for each placement) to arrange to meet before the first day of placement. The goal of the meeting is to:
  - a. Tour the school and classroom and become familiar with the facilities:
    - i. Location of resources and materials
    - ii. Identify where you will work and store items in the classroom
    - iii. Understand parking, arrival, check-in/check-out procedures
    - iv. Receive keys, ID Badges, etc.
  - b. Obtain and review the teacher's schedule that you will need to follow and familiarize yourself with the curriculum and the specific needs of the learners in your assigned class(es).
  - c. Familiarize yourself with the daily schedule shared by the cooperating teacher, the protocol to follow in case of absence, and understand the expected arrival/departure time for your student teaching
  - d. Familiarize yourself with the school calendar, including:
    - i. School events (Parent Teacher Conferences, Evening or Weekend events)

- ii. Professional Development (including start-of-the-year sessions)
2. Complete all onboarding requirements for each placement, including background checks, fingerprinting, health tests, and necessary documents and forms.
3. Submit a form to OES (link provided in your email placement notice), to confirm that you have completed all district requirements for placements.
4. Your University Supervisor should have contacted you. If that does not occur before the first week of your placement, notify your department chair and OES.

## V.4.2. Progression in Responsibilities During the Student Teaching Placement

### Phase one: Weeks 1-2: Observe, learn about the environment and begin to assume teaching responsibilities

During the **first week**, you are expected to:

- **Finalize your schedule** with your cooperating teacher, including:
  - Classroom and school day responsibilities
  - Daily/weekly planning, feedback & reflection
  - Lesson plan due dates
  - Attendance for evening/weekend events
- **Establish a protocol** for absences, late arrival or early departure. Candidates are responsible for notifying the University Supervisor of all deviations from their regular schedule.
- **Get familiar** with the school layout, schedule, procedures, policies, and emergency response, and introduce yourself to school administrators, support staff, and teachers.
- **Write an introduction letter** with your Cooperating Teacher to send to parents/guardians.
- **Review** curriculum, instructional materials, and student educational records, including IEPs, behavior plans, etc.
- **Attend the initial meeting** with the University Supervisor and the Cooperating teacher. If this meeting is not scheduled during the first week, please alert your department chair and OES.

#### **Throughout Weeks 1-2, you should:**

- Observe instruction, assessment of students, and classroom management.
- Assist the teacher with daily classroom routines. Interact with and assist individual students.

- Begin to assume responsibility for Planning and implementing some lessons, assessing student learning, and managing classroom routines and activities.
- Meet regularly with your Cooperating Teacher as agreed upon, for feedback and reflection to improve performance.

### **Phase two: Assume teaching and class responsibilities (Duration varies by program)**

- Expand responsibility for planning and implementing lessons, assessing students, and managing classroom routines/activities.
- Start planning for your CSTPA (Candidate Student Teaching Portfolio Assessment)
- Daily/Weekly meeting with Cooperating Teacher as agreed upon.
- Prepare and submit lesson plans to the cooperating teachers per their expectations (format, paper or email) and time of submission.
- For the **scheduled University Supervisor observations**, prepare a lesson plan using the lesson plan template provided by your program.
- Meet with the University Supervisor and Cooperating Teacher after observation to reflect on the lesson and consider ways to improve performance.
- Participate in the **Formative CPAST Assessment (Candidate Pre-service Assessment for Student Teaching)**
- Follow the same process as for the regular supervision of the university.
- Participate in the 3-way meeting with the supervisor and cooperating teacher.
- Receive and reflect on feedback from Cooperating Teachers and University Supervisor to improve performance.

### **Phase three: Assume all teaching and class responsibilities (the second half of the placement)**

- Assume leadership for planning, instruction, student assessment, and management of classroom routines and activities.
- Receive and reflect on feedback from cooperating teachers and University Supervisors to improve performance.
- Participate in the Summative CPAST Assessment (Candidate Pre-service Assessment for Student Teaching)
- Follow the same process as for the regular supervision of the university.
- Participate in the 3-way meeting with the supervisor and cooperating teacher.
- Begin to transition classroom responsibilities back to the Cooperating Teacher.

## V.4.3. The Team Behind your Student Teaching Success

### V.4.3.1. Cooperating Teachers

The Cooperating Teacher plays a vital role in mentoring and supporting the Student Teacher Candidate throughout the practicum experience. As certified and experienced educators, they provide daily supervision and guide the candidate through increasing levels of responsibility in planning, instruction, and assessment. During observations and throughout the semester, Cooperating Teachers demonstrate best practices in instruction and classroom management, helping candidates build confidence and competence in their teaching.

Their role evolves over time—from direct supervision to supporting the candidate’s full leadership of the classroom. Cooperating Teachers collaborate closely with the University Supervisor to evaluate the candidate’s performance, provide constructive feedback, and promote reflective practice. They also participate in both the formative and summative CPAST evaluations and work with the University Supervisor to set goals and develop a Plan of Action, if needed.

**Important Note:** Cooperating Teachers are not responsible for teaching candidates how to write lesson plans or fill in content knowledge gaps. If you feel unprepared in a particular area, it is your responsibility to reach out to your Program Coordinator/Department chair as early as possible for support.

Candidates are expected to take Cooperating Teacher feedback seriously. These educators are entrusting you with their students and classrooms; your responsiveness and professionalism are essential.

### V.4.3.2. University Supervisors

The University Supervisor, an experienced educator, plays a critical role in guiding and evaluating Student Teacher Candidates throughout their practicum. Acting as a mentor, coach, and liaison between the university and the placement school, the supervisor supports the candidate’s professional development and transition into the teaching profession. They will:

1. Conduct observations and provide constructive feedback to foster reflective practice and continuous improvement. They will share their notes with you via email or via Blackboard. You are asked to read the notes to better understand the expectations.

2. Participate in the three-way formative and summative CPAST evaluation meetings, and collaborate with the cooperating teacher to set goals and plans of action when needed.
3. Monitor the candidate's progress, address performance concerns, and determine the final grade for the student teacher experience.

Candidates are expected to check in with their University Supervisor weekly and reach out immediately if any issues or concerns arise. Timely communication is essential—do not wait until problems escalate.

#### **V.4.3.3. Program coordinator or Department chair**

The Department chair / program coordinator (secondary education and physical Education) is responsible for overseeing the University Supervisors assigned to student teacher candidates to ensure that the student teaching experience aligns with program goals and certification requirements. They are your first go-to when concerns arise in the placement that cannot be resolved with the cooperating teacher and/or university supervisors. The Department chair/Program Coordinator will be involved in addressing performance concerns or dispositions concerns raised by the university supervisor, cooperating teacher, or school.

### **V. 5. Discontinuation of Placement and Next Steps**

A student teaching placement may be discontinued due to unavoidable circumstances, such as the resignation, extended illness, or unavailability of the Cooperating Teacher. In such cases, the program will make every effort to secure a new placement within the same semester to minimize disruption. However, depending on the timing and availability of placements, delays may occur.

A placement may also be discontinued due to concerns regarding the Student Teacher Candidate's performance. If a school or Cooperating Teacher requests the termination of a placement for performance-related reasons, a Scaffolding for Success Action Plan (SSAP) review will be initiated. The candidate must successfully complete all required actions outlined in the SSAP before a new placement can be arranged.

Any violation of the professional code of ethics may result in immediate termination of the placement. Additionally, if a candidate's performance is deemed to jeopardize student learning or well-being, the school or Cooperating Teacher may request the immediate end of the placement. In such cases, a Scaffolding for Success Action Plan (SSAP) **Level 2 review** will be initiated.

## VI. Clinical Experience Alternatives: What to know about DSAP and Residency Programs

At Southern Connecticut State University (SCSU), we are committed to working collaboratively with our partnering school districts to address the teacher shortage. Our goal is to support districts in staffing classrooms effectively while providing meaningful, structured opportunities for aspiring educators to enter the profession.

Candidates teaching under a Durational Shortage Area Permit (DSAP) or under a Residency Educator Certificate (REC) while enrolled in a Residency Program are still required to complete all the Key assessments as outlined in [Section VII](#). In some cases, the required clinical experiences may be done in the same school where the candidates is teaching. For more information, please consult with the program coordinator.

### VI.1. Durational Shortage Area Permit (DSAP)

The **Durational Shortage Area Permit (DSAP)** is a temporary permit issued by the Connecticut State Department of Education (CSDE). It allows candidates enrolled in one of our graduate programs (MAT or School library media specialist) to serve as teachers of record while completing their teacher preparation program. This pathway helps districts fill critical vacancies while offering candidates valuable classroom experience.

#### Key Guidelines for DSAP Candidates:

While we understand candidates' decisions to seek work under DSAP while completing their program, it is important to be aware that SCSU has a very limited role with the hiring districts, and that working under DSAP may delay the program completion time.

- **Eligibility:** Candidates may be hired under a DSAP by a district when the candidate meets the eligibility criteria set by the Connecticut State Department of Education ([CSDE DSAP](#)) and are actively enrolled in a teacher preparation program at SCSU.
- **Hiring process:** SCSU has no role in the hiring process. Employment decisions are made solely by districts.
- **Recommended start date:** Candidates are strongly recommended **not** to start a DSAP position until they have completed the **core coursework** of their program, typically in the **second and final year of their program**. We highly recommend that candidates discuss their plans with their program coordinator before accepting a DSAP position, to ensure they are well-prepared for the responsibilities of teaching.
- **Special note for Early Childhood Education:** The Early Childhood Education program requires **2 placements**: one in a PreK-K setting and another in grades 1, 2

or 3 – where the candidate student teaching portfolio assessment needs to be completed. Candidates in the MAT Early Childhood program wishing to work under DSAP need to ensure that their full-time teaching would be in Grades 1, 2, or 3 (where they can complete their candidate student teaching portfolio assessment). In addition, they either need to have a practicum experience in PreK-K or they can teach under a DSAP for another year in PK-K. A plan needs to be discussed and devised with the hiring district ahead of time.

- **Program impact:** Candidates who successfully teach under a DSAP (with ED126 documentation and passing the DSAP supervision) would have their student teaching requirement waived. All other program requirements must still be met without exception.

## **DSAP Process:**

### ***Step 1: Planning and Approval***

Candidates must meet with their Program Coordinator or DSAP Advisor to complete a **DSAP program map (Appendix 15)**, outlining:

- Semester-by-semester coursework and requirements
- Projected completion time
- **DSAP supervision semesters**

**Note:** If a candidate begins working under a DSAP prior to the recommended start date, SCSU will not assign a supervisor during that time, and that experience will not count toward the student-teaching requirement of the program.

### ***Step 2: Coursework and Supervision***

Candidates need to complete coursework according to the DSAP program map and complete the stipulations (if any) by their deadlines. Candidates will enroll in DSAP supervision according to the program map set with the coordinator/advisor when all the requirements are met.

- Delays in completing the coursework or stipulations (if any) as planned will result in delayed program completion.
- The student teaching seminar can only be completed during the final semester, alongside the second and last DSAP supervision course.

### ***Step 3: Waiving Student teaching for DSAP candidates***

SCSU will waive the student teaching requirement of the program for candidates who have:

- Passed the DSAP supervision courses (EDU 999).

- Completed and passed the student teaching seminar in their last semester of the program (second semester of DSAP supervision) including passing the candidate student teaching portfolio assessment.
- Successfully taught under a DSAP for no less than 10 months in the district (documented with an ED 126 form).

### Important Notes:

- **Employment relationship:** DSAP candidates are employees of the district. SCSU completes relevant portions of the DSAP paperwork and supervision but does **not** communicate with districts on behalf of candidates.
- **Interruption of DSAP Teaching:** If a DSAP is interrupted – whether due to a district decision or a candidate decision – before completing 10 months of successful teaching, the following steps must be taken:
  - Notify the certification officer, program coordinator and university supervisor
  - Candidates may seek traditional student teaching placement in the following semester, following the same process for student teaching placement as noted in the [section IV.2](#) in this handbook.
  - If a candidate chooses to pursue a new DSAP placement, they must be aware that this may extend the overall length of their program.
- **Incomplete DSAP experience:** If the district does not verify 10 months of “**successful teaching**”, the DSAP teaching experience cannot be used to waive student teaching as it is deemed unsuccessful. Candidates must then complete the traditional student teaching.
- **Clinical Field work:** Candidates working under a Durational Shortage Area Permit (DSAP) may complete their required clinical experiences within their current school district. These clinical experiences are not waived, rather they are completed at the candidate’s school. All embedded key assessments must be completed in full and are not exempted. For further guidance, candidates should consult with their program coordinator.
- **Student Teaching:** Traditional student teaching is replaced by 10 months of successful teaching under a REC.

## VI.2. Residency Teacher Certificate Program

The Residency Program was developed to support partnering districts in addressing the growing need for certified teachers by creating a sustainable, district-embedded pathway to certification. Through a collaborative partnership between SCSU and participating school districts, the program supports both current paraeducators and other student-

facing staff—as well as newly hired individuals in those roles—in earning their teaching certification while continuing to serve their communities.

## Residency Program Structure and Requirements

Candidates **must be admitted into the Residency Program prior to beginning any coursework**. Candidates cannot opt into the Residency program while already enrolled in coursework.

Once admitted, candidates are expected to:

- Complete the coursework according to the established program plan.
- Year 2 placement: Upon successful completion of Year 1 coursework and a joint recommendation from district and SCSU coaches, candidates are hired as teachers of record under a Residency Educator Certificate (REC).
  - Candidates not recommended for REC placement after Year 1 may continue in the Master of Arts in Teaching (MAT) program and complete traditional student teaching. If the **district/special program allows for an extension** of Year 1-type responsibilities, those candidates may transition to work under a REC in Year 3.
- REC Commitment: Candidates working under REC must remain in their sponsoring district and are not eligible to transfer to a Durational Shortage Area Permit (DSAP).

## Fieldwork

Most required fieldwork is completed within the candidate's school. All embedded key assessments must be completed in full and are not exempted. For further guidance, candidates should consult with their program coordinator. Traditional student teaching is replaced by 10 months of successful teaching under a REC.

## Program Duration

The program is designed to be completed in two years (including one summer). However, it may be extended to a third year to accommodate candidates balancing coursework with classroom responsibilities—unless limited by district agreement.

## Mentorship and Coaching

Each district assigns a mentor to support candidates from the start of the program through completion. SCSU provides a dedicated coach who collaborates with the district mentor to ensure candidates are prepared to become teachers of record in Year 2 and receive continuous coaching and guidance throughout the program.

## Financial support

Districts typically assist candidates financially in Year 1 by covering a portion of tuition costs (amount varies by district). Candidates are responsible for the remaining tuition.

## VII. Key Assessments

Throughout the program, each candidate's progress will be evaluated through a combination of **common unit-wide assessments** in addition to the **course-embedded assessments**. These assessments are integrated into coursework and provide ongoing opportunities to demonstrate learning and growth.

These unit-wide assessments are standardized across the program and are collected through Blackboard. Candidates must create a submission before the instructor can score the rubric.

Each key assessment is scored based on a detailed rubric, which outlines the expectations and criteria for success. These rubrics are available within Blackboard courses. It is essential that candidates review the rubrics at the beginning of each course to understand the expectations and prepare accordingly. Candidates' dispositions and professional behavior are also assessed informally throughout the program.

The key assessments include:

1. **EDA (Educator Dispositions Assessment)**. There is no assignment required to be submitted for this assessment. However, all candidates will need to read the rubric and type their names in the assessment section to acknowledge reading the assessment and create a submission.
2. **CUA (Curriculum Unit Assessment)**. This assessment requires the submission of a Unit plan. Details of the assessment will be included in the Blackboard course assignment.
3. **Pre-CPAST: Pre-student teaching assessment**. This assessment is based on the observation (in person or video recording) of a mini lesson in schools.
  - The rubric is available in your course shell in Blackboard
  - You need to create a submission for the Pre-CPAST, that can be the video recording (if applicable) and/or the lesson plan.
  - Your instructor will provide you with feedback and a growth plan that will help guide you to student teaching.
4. **CPAST: Candidate Preservice Assessment of Student Teaching**
  - The rubric is available in your course shell in Blackboard

- The “look fors” document explains what the university supervisor will be looking for during the observations
  - The CPAST will be completed twice: formative – midway through the semester; summative – at the end.
5. **CSTPA:** Candidate Student Teaching Portfolio Assessment.
- The student teaching portfolio will be completed during the student teaching semester but submitted in the student teaching [seminar course](#) and assessed by the seminar instructor.
  - Details about the requirements will be included in the student teaching seminar course.
  - For the videos, refer to the video upload [Appendix 12](#)

## VIII. Become Certified

### VIII.1. Certification in Connecticut

To become **certified** by the Connecticut State Department of Education (CSDE), candidates must be formally **recommended** by the **Certification Officer** in the College of Education Dean’s Office. This recommendation confirms for the CSDE that you have completed an **approved educator preparation program** and are eligible for certification (see [Appendix 13](#) for details on the Institutional Recommendation process).

To be recommended for certification in CT, candidates must:

- Successfully complete all program requirements
- Have their **degree conferred**
- Fulfill additional state-mandated requirements, including:
  - Completion of required online training modules
  - Passing all relevant licensure exams (e.g. Praxis® II, Pearson, ACTFL). For more information on licensure exams and requirements by certification area, refer to [section III](#), and [Appendix 5](#), and the [required Assessments](#) page.

#### VIII.1.1. Important:

Certification requirements are determined by the date your application **is received** by the CSDE.

If state requirements change, you may be required to meet the new requirements in effect at that time. It is your responsibility to stay informed about Connecticut’s teacher certification regulations. You can find updates and alerts on the CSDE [Certification News & Alerts](#) page.

### VIII.1.2. Applying for Connecticut Teacher Certification

The College of Education and CSDE now use a fully electronic certification application process. Do not fax, mail, or drop off paperwork; all submissions must be completed online.

Detailed guidance on the Connecticut teacher certification application process can be found in [Appendix 14](#).

### VIII. 2. Verification Requests for Out of State Certification

If you are applying for certification in another state, you may have to provide proof that you completed an *approved program* through the College of Education.

**Important:** Please *do not* fax, mail, or hand-deliver paperwork — please email your request to [certification@southernct.edu](mailto:certification@southernct.edu)

If you already have a form to be verified, please attach it to your email. For your own security, ***do not include your Social Security Number or any other sensitive information.***

In your email, be sure to include:

- Your full name (include any former names)
- Your SCSU ID number
- The program you completed
- Your completion date

We wish you the very best as you begin your professional journey.

# Appendices

# Appendix #1: Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies (Section 10-145d-400a)

## Preamble

### Subsection (a)

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

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

### (b) Responsibility to the Student

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

- A. Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- B. Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- C. Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

- D. Foster in students the full understanding, application and preservation of democratic principles and processes;
- E. Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- F. Assist students in the formulation of value systems and worthy, positive goals;
- G. Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- H. Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- I. Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- J. Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

**(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:**

- A. Abuse his or her position as a professional with students for private advantage;
- B. Sexually or physically harass or abuse students;
- C. Emotionally abuse students; or
- D. Engage in any misconduct which would put students at risk.

**(c) Responsibility to the Profession**

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

- A. Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- B. Uphold the professional teacher's right to teach effectively;
- C. Uphold the principle of academic freedom;
- D. Strive to exercise the highest level of professional judgment;
- E. Assume responsibility for his or her professional development;
- F. Encourage the participation of teachers in the process of educational decision-making;
- G. Promote the employment of only qualified and fully licensed teachers;
- H. Encourage promising, qualified and competent individuals to enter the profession;

- I. Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- J. Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process and dispense such information only when prescribed or directed by federal or state law or professional practice.

**(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:**

- A. Obtain licensure or employment by misrepresentation or fraud;
- B. Misrepresent his, her or another's professional qualifications or competencies; or
- C. Engage in any misconduct which would impair his or her ability to teach.

**(d) Responsibility to the Community**

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

- A. Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- B. Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- C. Promote the principles and ideals of democratic citizenship; and
- D. Endeavor to secure equal educational opportunities for all children.

**(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:**

- A. Exploit the educational institution for personal gain; or
- B. Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.

**Applicability of the Code of Professional Responsibility for Teachers to Candidates in a Connecticut Educator Preparation Program**

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;

- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs [www.ct.gov/sde/cert](http://www.ct.gov/sde/cert) Scroll down and click on “Program Approval” under teacher preparation. Click on “Visiting Team Handbook.”
- Connecticut Common Core of Teaching [www.ct.gov/sde](http://www.ct.gov/sde) Click on “Teachers & Administrators” at the top of the left column. Scroll down and click on “Educator Standards.”
- NCATE

## Appendix #2: Model Code of Ethics for Educators



The Model Code of Ethics for Educators (MCEE) serves as a guide for future and current educators as they encounter the complexities of P-12 education. The Code establishes principles for ethical best practice, mindfulness, self-reflection and decision-making. The establishment of this professional code of ethics for educators honors the public trust and upholds the dignity of the profession.

### Principle I: Responsibility to the Profession

The professional educator knows that trust in the profession depends upon a level of professional responsibility that may be higher than the minimal standard of policy and law. This responsibility entails holding oneself and other educators to the same ethical standards.

#### **A. The professional educator demonstrates responsibility to oneself and the profession by:**

1. Holding oneself responsible to Model Code of Ethics for Educators (MCEE) and other recognized professional ethics standards;
2. Knowing and upholding the procedures, policies and laws relevant to professional practice regardless of personal views;
3. Monitoring and maintaining sound mental, physical and emotional health necessary to perform duties and services of any professional assignment and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
4. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
5. Refraining from using one's position for personal gain and avoiding the appearance of impropriety;
6. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others; and

7. Recognizing a lack of knowledge or understanding of the MCEE is not, in itself, a defense of unprofessional conduct.

**B. The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:**

1. Identifying and taking reasonable steps to resolve conflicts between the MCEE and the implicit or explicit demands of a person or organization;
2. Maintaining fidelity to the MCEE by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
3. Refraining from discriminating or retaliating against a person on the basis of having made an ethics complaint;
4. Refraining from filing or encouraging frivolous ethics complaints solely to harm or retaliate; and
5. Cooperating fully and honestly during investigations and proceedings.

**C. The professional educator promotes and advances the profession within and beyond the school community by:**

1. Engaging in respectful discourse regarding issues that impact the profession;
2. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
3. Staying current with ethics guidelines and decisions from professional organizations and other relevant sources;
4. Engaging with the greater educational community through professional organizations and associations; and
5. Advocating for adequate resources and facilities to ensure equitable opportunities for all members within the learning community.

## **Principle II: Responsibility for Professional Competence**

The professional educator is committed to the highest levels of professional and ethical practice.

**A. The professional educator demonstrates commitment to high standards of practice through:**

1. Using the MCEE and other ethics codes unique to one's discipline to guide and frame educational decision-making;
2. Incorporating into one's practice state and national standards, including those

- specific to one's discipline;
3. Advocating for equitable educational opportunities for all students;
  4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure and/or training of one's position;
  5. Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis; and
  6. Committing to ongoing professional learning.

**B. The professional educator demonstrates responsible use of data, materials, research, and assessment by:**

1. Recognizing others' work by appropriately citing data or materials from published, unpublished or electronic sources when disseminating information;
2. Using appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
4. Seeking and using evidence, instructional data, research and professional knowledge to inform practice;
5. Creating, maintaining, disseminating, storing, retaining and disposing of records and relating to one's research and practice, in accordance with, but not limited to, official guidance, policy and laws; and
6. Using data, data sources, or findings accurately, reliably and ethically.

**C. The professional educator demonstrates competence by acting in the best interest of all students by:**

1. Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience;
2. Working to engage the school community to close achievement, opportunity and attainment gaps; and
3. Protecting students from any practice that harms or has the reasonable potential to harm.

## Principle III: Responsibility to Students

The professional educator has a primary obligation to promote the health, safety and wellbeing of all students. The professional educator treats students with dignity and

respect, and establishes and maintains appropriate verbal, physical, emotional and social boundaries.

**A. The professional educator respects the rights and dignity of all students by:**

1. Respecting students by taking into account their individual characteristics, including, but not limited to age, gender, culture, setting, ability and socioeconomic context;
2. Interacting with students with transparency and in appropriate settings;
3. Communicating with students in a clear, respectful and culturally sensitive manner;
4. Taking into account how appearance and dress can affect one's interactions and relationships with students;
5. Considering the implications of accepting gifts from or giving gifts to students;
6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits students and continually keeps their health, safety and well-being in mind;
7. Avoiding multiple relationships with students that might impair objectivity and increase the risk of harm to their well-being or decrease educator effectiveness;
8. Acknowledging there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and
9. Considering the ramifications of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception and the possible impact on the educator's career. The professional educator ensures the adult relationship was not started while the former student was in school.

**B. The professional educator demonstrates an ethic of care through:**

1. Seeking to understand students' educational, academic, personal and social needs as well as their values, beliefs and cultural background;
2. Respecting the dignity, worth and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, sexual orientation, civil status, family status, religion, age, disability, race, ethnicity, socioeconomic context and culture; and
3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical and sexual safety of all students.

**C. The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:**

1. Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents or information obtained in the course of professional practice;
2. Upholding parents’/guardians’ legal rights, as well as any legal requirements, to reveal information related to legitimate concerns for the well-being of a student; and
3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

**Principle IV: Responsibility to the School Community**

The professional educator promotes appropriate relationships and effective interactions with members of the school community.

**A. The professional educator promotes appropriate and effective relationships with parents/guardians by:**

1. Communicating with parents/guardians in a timely, respectful and culturally sensitive manner that represents the students’ best interests;
2. Demonstrating a commitment to equality, equity, diversity and inclusion with parents/guardians;
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

**B. The professional educator promotes appropriate and effective relationships with colleagues by:**

1. Respecting colleagues as fellow professionals and maintaining civility when differences arise.
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with policy;
3. Working to ensure a workplace environment that is free from harassment;
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students;

5. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws;
6. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum;
7. Ensuring educators who participate as mentors for new educators, cooperating teachers and leadership positions are prepared and supervised to assume these roles; and
8. Demonstrating a commitment that educators are assigned to positions in accordance with their educational credentials, preparation and/or training to maximize students' opportunities and achievement.

**C. The professional educator promotes appropriate and effective relationships with the community and other stakeholders by:**

1. Maintaining the highest professional standards of accuracy, honesty and appropriate disclosure of information when representing the school or district within the community and in public communications;
2. Advocating for policies and laws benefiting students and families within the school community; and
3. Collaborating with community agencies, organizations and individuals in order to advance students' best interests.

**D. The professional educator promotes appropriate and effective relationships with employers by:**

1. Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community and profession;
2. Using property, facilities, materials and resources in accordance with local policies and state and federal laws;
3. Respecting intellectual property rights (e.g., original lesson plans, district level curricula, syllabi, gradebooks) when sharing materials; and
4. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

## **E. The professional educator recognizes the problematic nature of multiple relationships by:**

1. Considering the risks that multiple relationships might impair objectivity, increase likelihood of harm to students' learning and well-being, or diminish educator effectiveness;
2. Considering the risks and benefits of a professional relationship with someone with whom the educator has a current or past personal relationship;
3. Considering the implications and possible ramifications of engaging in a personal relationship with parents/guardians, student teachers, colleagues and supervisors; and
4. Ensuring professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning and well-being.

## **Principle V: Responsible and Ethical Use of Technology**

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries associated with role, time and place are maintained when using electronic communication.

### **A. The professional educator uses technology in a responsible manner by:**

1. Using social media transparently and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology with one's interactions with students, colleagues and the general public;
2. Staying current with trends and uses of school technology;
3. Evaluating information obtained electronically for reliability and bias;
4. Respecting intellectual property rights, copyright and fair use when accessing, using and documenting proprietary materials;
5. Understanding and abiding by policy and procedures on the use of technology and communication;
6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws;
7. Considering the implications of sharing legally protected or other sensitive information electronically either via professional or personal devices/accounts; and
8. Exercising vigilance in maintaining separate and professional virtual profiles and keeping personal and professional lives distinct.

**B. The professional educator ensures students' safety and well-being when using technology by:**

1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local school, district, state and federal policy) inappropriate and illegal materials/images in electronic or other forms;
2. Respecting the privacy of students' presence on social media unless there is possible risk of harm to the student or others; and
3. Being attentive to (and appropriately reporting) information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

**C. The professional educator maintains confidentiality with the use of technology by:**

1. Taking appropriate and reasonable measures to maintain confidentiality of privileged information and stored or transmitted educational records;
2. Understanding the intent of Family Educational Rights to Privacy Act (FERPA) and how it applies to sharing student records electronically;
3. Ensuring the rights of third parties, including the right of privacy, are not violated via the use of technology; and
4. Protecting information from being shared with unintended third parties through technology.

**D. The professional educator promotes the appropriate use of technology in educational settings by:**

1. Advocating for equal and equitable access to technology for all students;
2. Promoting the benefits and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents and community members;
3. Promoting technological applications that assist and enhance the teaching and learning process; and
4. Practicing and advocating for cybersecurity to protect oneself, others and the integrity of the network.

## Operational Definitions

**Boundaries:** The verbal, physical, emotional and social distances that an educator should consider to provide structure, security and predictability. Challenges with boundaries often relate to role, time and place. Appropriate boundaries are established for the school community by respecting contracted roles, working hours and the location of the learning environment.<sup>1</sup>

**Culture:** The customary beliefs, social forms, and material traits of a racial, religious or social group, including the characteristic features of everyday existence shared by people in a place or time.<sup>2</sup>

**Implicit or Explicit Demands of an Organization:** Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through directives, policies, regulations or statutes.

**Harm:** Any potential action that may impair physical, emotional, psychological, sexual or intellectual safety and well-being of a student or a member of the school community.

**Learning Community:** Educators working together to achieve the shared goals of strengthening professional practice and student growth.

**Multiple Relationships:** Multiple relationships occur when an educator is having both a professional and personal affiliation with a member(s) of the school community.

**New Educators:** Pre-service educators and recently employed in-service educators.

**Professional Educators:** Licensed educators and other professionals employed by a school entity who demonstrate the highest standards of ethical and professionally competent practice and are committed to advancing the interests, achievements, and well-being of students. Professional educators are also committed to supporting the school community and the education profession. They include, but are not limited to, licensed educators, paraprofessionals, teachers, teacher leaders, student support personnel, administrators, coaches, administrative assistants, custodians and other school staff.

**Proprietary Materials:** Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

**Risk:** A non-desirable consequence that may occur as a result of the situation (e.g., risk to student(s), educator, colleagues, school, profession).

**School Community:** Stakeholders invested in the welfare of a school and its community. A school community includes school employees, students, their parents and families, school board members and other community members.<sup>3</sup>

**Sensitive Information:** Information gathered through one’s professional practice that, if shared, could cause harm.

**Student:** A learner enrolled in or receiving services from a P-12 school unless otherwise defined by state statute.

**Technology:** Current and future tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices (e.g., computers, laptops, phones and other hardware/software) that deliver text, audio, images, animation and streaming video.

**Third Party:** Third party refers to a person or a group besides those primarily involved in a situation.

**Transparency:** An educator’s openness with respect to one’s behaviors, actions and communications.

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<sup>1</sup> Stone, Carolyn (2013). *School counseling principles: ethics and law* (3<sup>rd</sup> ed.). Alexandria, VA: American School Counseling Association, 58

<sup>2</sup> <http://www.merriam-webster.com/dictionary/culture>

<sup>3</sup> <http://edglossary.org/school-community/>

## Appendix #3: Guidelines for Implementing the Scaffolding for Success Action Plan (SSAP) for College of Education Candidates

**These guidelines apply to all teacher and educator preparation programs at Southern Connecticut State University (SCSU).**

### Overview

Throughout their program, candidates are continuously being assessed on their content knowledge, professional skills, and professional dispositions. As part of the continuous assessment of candidates, faculty discuss with **either** the program coordinator or the department chair the performance of their students in three categories: key course grades and GPA, performance on key assessments, and professional dispositions and attitudes on campus or during clinical experiences (including student teaching).

Issues related to course grades and low GPA are handled according to the established guidelines of the College of Education (for UG programs) or the Graduate School (for graduate programs) as applicable. For detailed guidance, please consult the UG student handbook, or the Grad school catalog, as applicable.

### Addressing concerns

**Low-level concerns:** Low-level concerns refer to minor or isolated issues that do not significantly impact a candidate's academic progress or professional behavior. These may include situations such as a missed assignment, a single instance of tardiness, or a minor lapse in professionalism. Typically, such concerns are addressed directly between the instructor, advisor, or clinical supervisor and the candidate. The goal is to resolve the issue promptly, without the need for formal documentation or additional intervention. However, if the same concern recurs, it may warrant further review and escalation.

**Recurring or Significant Concerns:** Recurring or significant concerns refer to issues that arise in relation to a candidate's performance on key assessments, gate assessments, or professional dispositions. These concerns may persist over time or be of such seriousness that they could impede the candidate's ability to meet the expectations of the program. These concerns may be raised by the same faculty member or by different individuals across various settings, such as clinical supervisor, or cooperating teacher. Examples include repeated absences, persistent professionalism concerns, or failure to meet the code of ethics specific to the candidate's program of study or clinical competencies and standards.

When such concerns arise, they are referred to a Review Committee – either Level 1 or Level 2, depending on the severity of the concern. The committee then works collaboratively with the candidate to develop a Scaffolding for Success Action Plan (SSAP), which outlines specific strategies and supports.

## Establishing a Scaffolding for Success Action Plan (SSAP)

### Level 1- Designated Program Review Committee

When concerns about a candidate’s performance or professional dispositions recur—either with the same faculty member or across different instructors, supervisors, or settings, and depending on the level of severity—the candidate may be referred to a designated Program Review Committee. This referral may be initiated by an instructor, advisor, supervisor, program coordinator, or department chair. The purpose of this referral is to collaboratively develop a Scaffolding for Success Action Plan (SSAP), a structured support plan designed to help the candidate address identified concerns and succeed in the program.

The designated program review committee, in many departments known as the Student Evaluation and Appeals Committee, will implement internal procedures in line with the following guidelines:

#### **Notification & Attendance:**

- The candidate is notified by the Department Chair via email about their referral to the Program Review Committee, including a summary of the concerns and an invitation to schedule a meeting with the committee.
- The candidate will be informed of their right to bring a support person to the meeting and that the support person may not participate in the discussion.
- The meeting must be scheduled within ten (10) business days of the notification. If the candidate fails to schedule the meeting or attend the meeting without providing documentation of extenuating circumstances, the meeting will be held in the candidate’s absence.
- The program review meeting will include the referring faculty member (instructor, advisor, or supervisor), the program coordinator, and will be chaired by the department chairperson. The total number of faculty participants will not exceed three (3). If the referring faculty member is the program coordinator or department chair, an additional faculty member who is familiar with the candidate or has taught them will be invited to participate in the meeting.

### **Meeting Procedure:**

- The chair will present the concerns raised with the candidate. The candidate will be given adequate time to respond to the concerns and share their perspective.
- If the candidate chooses to have a support person with them at this meeting, the support person is reminded that they are present to support the candidate and may not participate in the discussion.
- Following the discussion, the committee will convene without the candidate, the support person (if any), or the referring faculty, to determine if an SSAP is required and if so to devise the plan.
- The committee will reconvene with the candidate and share the next steps.
- The chair will write the summary of the meeting and the SSAP (if any). Copies of this document are sent to the candidate, the referring faculty member, and the Associate Dean of the College of Education, within three (3) business days of the meeting.

### **Appeal:**

- Candidates may request that the decision of the program committee be reviewed. A request for the review must be made in writing to the Associate Dean of the College of Education within three (3) business days of electronic receipt of the decision letter.
- Candidate may request a review of the decision on the following grounds: 1) the procedures set forth in this document were not followed and as a result the decision was substantially affected; 2) the action plan devised was not appropriate for the concerns that are raised; or 3) new information that was not discussed at the original meeting because such information was not known is provided which is sufficient to alter the decision.
- The appeal shall be limited to a review of the written records, and when applicable to seek clarification about newly presented information.
- A response to the appeal will be sent to the candidate within three (3) business days of the request of the appeal.
- Any action plan made by the committee shall be in effect pending the outcome of the appeal.

### **Follow up:**

The department chair will monitor the implementation of the SSAP. If new information arises that warrants a revision of the plan, a new Level 1 meeting will be convened to modify the existing SSAP.

If the candidate does not fulfill the requirements of the SSAP within the established timeline, one of two actions may occur:

- A new Level 1 review may be conducted to revise or reinforce the plan, provided that the concerns remain of the same level of severity.
- If the concerns escalate in seriousness or persist despite prior interventions, the candidate may be referred to a Level 2 review by the College of Education Review Committee (CoERC).

**Note:** *A Level 1 review can be repeated more than once, as long as it is intended to modify the plan and the concerns remain classified as Level 1.*

## **Level 2- College of Education Review Committee (CoERC).**

For cases where the severity and/or the recurrence of the concerns warrant broader support or consideration of dismissal from the program – particularly when there is failure to adhere to the code of ethics specific to the candidate’s program of study (e.g., MCEE or CT Code of Professional Responsibility for initial teacher preparation) – the matter will be referred to the College of Education Review Committee (CoERC) for further review and action.

### **Notification & Attendance:**

- The candidate will be notified by the Associate Dean of the College of Education or designee about their referral to the College of Education Review Committee, with the list of concerns that were identified and a request to schedule a meeting.
- For cases related to field/clinical placement or student teaching, the Director of the Office of Educational Services needs to submit a written report about the concerns – inclusive of any documentation from the cooperating teacher or district liaison – to the Associate Dean.
- The candidate will be notified that they can bring a support person to the meeting. If the candidate chooses to have a support person with them at this meeting, the support person cannot participate in the discussion.
- The CoERC meeting needs to be scheduled within 10 business days of the date of the notification. If a candidate fails to schedule the meeting or does not attend the meeting without proof of any extenuating circumstances, the meeting will be held in the candidate’s absence.
- The CoERC is chaired by the Associate Dean of the College of Education, or designee, and includes the Program Coordinator or faculty, the Department Chair, and the Associate Dean of the College of Arts & Sciences or Associate Dean of Health and Human Services – when the candidate is enrolled in an Undergraduate program from the other Colleges. When the program coordinator or the chair is the referring faculty, an additional faculty member who knows the candidate or has

taught them would need to be part of the meeting. The committee should not exceed four members.

### **Procedure of the meeting:**

- The Associate Dean, or designee, will share with the candidate the concerns that are raised.
- The candidate will use this meeting time to respond to the concerns and share their viewpoint. When the candidate chooses to have a support person with them at this meeting, the support person cannot be part of the discussion. Their role at the meeting is to support the candidate during the meeting.
- The committee will then convene without the candidate, the support person (if any), or the referring faculty to determine if an SSAP is required and if so to devise the plan, or to determine if dismissal from the program is appropriate for cases where the code of ethics specific to the candidate's program of study are not met (e.g., MCEE or CT Code of Professional Responsibilities for initial teacher prep).
- The committee will reconvene with the candidate and share the next steps.
- The Associate Dean, or designee, will write the summary of the meeting including the decisions taken. A copy of this document is sent to the candidate, the referring faculty, and the College of Education Dean's office within five (5) business days of the meeting.

### **Appeal:**

- Candidates may request that the decision of the program committee be reviewed. A request of the review must be made in writing to Dean of the College of Education within five (5) days of electronic receipt of the decision letter.
- A candidate has the right to request the review of the decision on the grounds that: 1) the procedures set forth in this policy were not followed and as a result the decision was substantially affected; 2) the action plan imposed was not appropriate for the concerns that are raised; and/or 3) new information that was not discussed at the original meeting because such information was not known is provided which is sufficient to alter the decision.
- The appeal shall be limited to a review of the written records, and when applicable to seek clarification about newly presented information.
- A response to the appeal will be sent to the candidate within three (3) business days of the request of the appeal.
- Any action plan made by the committee shall be in effect pending the outcome of the appeal.

**Follow up:**

- The department chair will monitor the implementation of the SSAP.
- If there is new information that warrants a revision of the SSAP, or if the candidate does not fulfill the requirements of the SSAP by the timeline, a new Level 2 review takes place.

*Revised July 2025*

## Appendix #4: Petition to Student-Teaching with Outstanding Requirements

The Academic Standards for Teacher Preparation Programs require candidates to have completed all courses and academic requirements, including any admission stipulations, prior to the semester of student teaching.

As explained in the [University Catalog](#), in the case of a justifiable extenuating circumstance, a student may petition the College of Education for a waiver of this requirement, provided they have the support of their program.

Please note that petitions will only be considered for cases where the missing requirements are not part of the core professional courses. Additionally, approved petitions do not waive the outstanding requirements; students will need to complete any outstanding requirements; after their student teaching.

---

### Section 1: To be completed by the Candidate

Student ID: \_\_\_\_\_ Student Name (Last, First): \_\_\_\_\_

SCSU email: \_\_\_\_\_ Program: \_\_\_\_\_

Student teaching semester: \_\_\_\_\_

**Outstanding Requirements:** Please provide a list of the outstanding requirements, including a plan for how each will be fulfilled. Additionally, explain the extenuating circumstances that prevented you from meeting all the requirements on time.

By checking this box, you acknowledge that if your petition is approved, the outstanding requirements will not be waived and must be completed by the stated deadline. Additionally, you understand the potential implications on your degree completion and/or state certification as outlined below.

Student Signature: \_\_\_\_\_

*Note: Click the signature box above to sign digitally or you may submit the form from your campus email without a signature*

**Once you complete this section, please send it to your program coordinator or department chair.**

## Section 2: Program Coordinator or Department Chair Review

**Reviewer Name:** \_\_\_\_\_ **Title (Program Coordinator/ Chair):** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Comments:** \_\_\_\_\_

**Program Coordinator/Chair: Once you complete this section, please send to the CoE Associate Dean**

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## Section 3: College of Education Associate Dean Review

**Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Decision:**  Approved  Denied

**Comments:** \_\_\_\_\_

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Once the form has been reviewed and a decision has been made, a copy will be distributed to the following recipients: student, program coordinator, department chair, Office of Educational Services, and Certification Officer.

## Appendix #5: Licensure Exams

Licensure exams vary depending on the certification sought. For each certification program, this handbook lists the required exam name and code, and the required passing score. Registration guidelines are outlined in [Appendix 6](#), and information about accommodations can be found in [Appendix 7](#).

### MAT - Art Education

Provider	Code	Test Name	Passing Score
ETS	5135	Art Content Analysis	161

#### Program recommendations:

- Take 5135 after successful completion of ART 270

### MAT - Early Childhood Education

Provider	Code	Test Name	Passing Score
Pearson	801	Early Childhood Test	216
Pearson	890	Foundations of Reading Test	240

#### Program recommendations:

- Take Foundations of Reading test after successful completion of RDG 546
- Take Early Childhood Test prior to the student teaching semester

### MAT- Elementary Education

Provider	Code	Test Name	Passing Score
ETS	5002*	Subtest 1: Reading & Language Arts	157
ETS	5003*	Subtest 2: Mathematics	157
ETS	5004*	Subtest 3: Social Studies	155
ETS	5005*	Subtest 4: Science	159
Pearson	890	Foundations of Reading Test	240

\* Candidates can take Test Code 5001 where they complete all four tests in one setting

#### Program recommendations:

- Take 5002 prior to the student teaching semester
- Take 5003 prior to the student teaching semester
- Take 5004 prior to the student teaching semester
- Take 5005 prior to the student teaching semester
- Take Foundations of Reading test after successful completion of RDG 546

## MAT - Elementary Education / Bilingual Education (dual)

Provider	Code	Test Name	Passing Score
ETS	5002*	Subtest 1: Reading & Language Arts	157
ETS	5003*	Subtest 2: Mathematics	157
ETS	5004*	Subtest 3: Social Studies	155
ETS	5005*	Subtest 4: Science	159
Pearson	890	Foundations of Reading Test	240
ACTFL		Oral Proficiency Interview (OPI)	Advanced Low
ACTFL		Writing Proficiency Test (WPT)	Advanced Low

\* Candidates can take Test Code 5001 where they complete all four tests in one setting

### Program recommendations:

- Take 5002 prior to the student teaching semester
- Take 5003 prior to the student teaching semester
- Take 5004 prior to the student teaching semester
- Take 5005 prior to the student teaching semester
- Take Foundations of Reading test after successful completion of RDG 546
- Take OPI and WPT prior to the student teaching semester

## MAT - Special Education

Provider	Code	Test Name	Passing Score
ETS	5355	Special Education; Foundational Knowledge	145
Pearson	890	Foundations of Reading Test	240

### Program recommendations:

- Take Foundations of Reading test after successful completion of RDG 546
- Take 5355 before the student teaching semester

## MAT - English – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5039	English Language Arts: Content & Analysis	168

### Program recommendations:

- Take 5039 after the successful completion of ENG 592 or ENG 593

## MAT - Mathematics – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5165	Mathematics: Content Knowledge	159

### Program recommendations:

- Take 5165 during first semester of MAT program

## MAT – History & Social Studies – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5081	Social Studies: Content Knowledge	162

### Program recommendations:

- Take 5081 prior to the start of HIS 490/HIS 592

## MAT - Biology – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5236	Biology: Content Knowledge	154

### Program recommendations:

- Take 5236 at time of admission to MAT program

## MAT - Chemistry – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5246	Chemistry: Content Knowledge	146

### Program recommendations:

- Take 5246 at time of admission to MAT program

## MAT - Earth Sciences – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5572	Earth & Space: Content Knowledge	154

### Program recommendations:

- Take 5572 at time of admission to MAT program

## MAT - Physics – Secondary Ed

Provider	Code	Test Name	Passing Score
ETS	5266	Physics: Content Knowledge	145

### Program recommendations:

- Take 5266 at time of admission to MAT program

## MAT - World Languages: French, Italian, Spanish – Secondary Ed

Provider	Code	Test Name	Score
ACTFL	OPI or OPIc for the specific language	Oral Proficiency Interview	Advanced Low
ACTFL	WPT or WPTc for the special language	Writing Proficiency Test	Advanced Low

### Program recommendations:

- Take OPI and WPT at time of admission to MAT program

## Appendix #6: Registration Guidelines for Licensure Exams

Different teacher preparation programs require specific certification exams, as outlined in [Appendix 5](#). These exams are administered by one of three vendors: **ETS**, **Pearson**, or **ACTFL**, and registration guidelines are listed below. It is highly recommended that candidates prepare thoroughly for licensure exams before registering.

### Create an account

To register for an exam, you must create an account with the appropriate testing vendor as explained below. Be sure to use a **personal email address** (not your southern email) as you might need future access to these portals after graduation, and your SCSU email will eventually become inactive.

While setting up the account, it is important that you provide an **accurate Social Security Number (SSN) and birth date**. If you are unsure of your SSN, it is best to leave it blank and **update it later** once you verified the correct number.

### ETS

1. Your first step is to create a PRAXIS account
  - Visit [ETS-Create Account](#) to create an account
  - Use a personal email and not your SCSU email
2. Find and register for your exam(s):
  - Click the “Find Tests & Prep” button to search for the tests
  - Register for the test(s) required.
3. Send your scores directly to the required institutions
  - List **SCSU as a score recipient** using the **Institution code: 3662**
  - List **Connecticut Bureau of Educator Standards** as a score recipient using **institution code: 7050**

### Exam preparation and Score reporting

- Free test preparation material can be found at: [ETS Test Prep](#)
- Official scores can take up to 20 business days (4 weeks) to be reported. Please plan accordingly to ensure your scores will be available in time to meet application deadlines. See [ETS-Getting Scores](#) for more info.

### Financial Assistance

ETS offers financial assistance in the form of fee waivers, to those who qualify. More information can be found on the ETS website: [ETS-Fees-Waivers](#)

Note, fee waiver requests must be received by the appropriate deadline listed on the application form.

## Praxis Bridge

Praxis Bridge is an alternate passing option offered to teacher candidates when they've come close to—but not quite reached—a passing score on their Praxis exam. Instead of retaking the entire test, eligible candidates can complete a learning module to demonstrate their competency and receive a passing score.

- Candidates who qualify for Praxis Bridge will be notified directly by ETS-PRAXIS
- **Note: Not all Praxis exams currently have a Praxis Bridge option.**
- More information about Praxis Bridge can be found on the ETS website:  
[ETS-PRAXIS Connecticut Overview](#)

## Pearson

1. Your first step is to create a CTCE account
  - Visit [CTCE-Connecticut Teacher Certification Examinations](#) to create an account
  - Use a personal email and not SCSU email
2. **Information about each test.** Get specific information about a test, including **when** and **where** you can take the test and access preparation materials
3. Send your scores directly to the required institutions:
  - Select **Southern Connecticut State University** as a recipient
  - Select **Connecticut Bureau of Educator Standards** as a recipient
  - Select the option to have your scores emailed to you during time of registration.

## Exam preparation and Score reporting

- Free test preparation material can be found at: [PEARSON-Test Prep](#)
- Scores will be available approximately 3 weeks after testing. Score reports will be available in your account for 2 years.

## ACTFL

1. Registering for **OPI** and **WPT** exams - <https://www.languagetesting.com/>
2. Select a test language from drop down menu

3. On the next screen click on “**chose test**” under **I am a teacher candidate looking to test for teacher certification**
4. Select **Connecticut** on the next screen
5. Select **Southern CT State University Teacher Certification** under Select Teacher Candidate Program click continue
6. Select **Yes** and then select **Academic Dual Immersion K-12** and click continue
7. Select the test you need (there are two different options for the Oral Proficiency Interview, you only need to register for one)
8. Click Continue to Schedule
9. Complete the testing information and continue to create your account

## Appendix #7: Testing Accommodations

Different teacher preparation programs require different certification exams, as outlined in [Appendix 5](#). These exams are administered by one of three vendors: **ETS**, **Pearson**, or **ACTFL**. If you require testing accommodations, each vendor has its own process for submitting requests.

Below, we provide a step-by-step guide to help you navigate the accommodation request procedures for each testing provider.

### Requesting Accommodations from ETS

For test takers with disabilities or health-related needs, or whose primary language is not English (PLNE), please see the [ETS website](#) for information on how to apply for testing accommodations:

ETS Disability Services must approve accommodation requests before your test date can be scheduled. Please note, disability and health-related accommodation requests take approximately six weeks to be reviewed by ETS.

### Requesting Accommodations from PEARSON

Examinees with documented physical, learning, or cognitive disabilities, or for whom English is not a primary language, may be eligible for [alternative testing arrangements](#).

### Requesting Accommodations from ACTFL

At least 10 business days before the desired test date, you must first order the test and then submit your accommodations request through [this secure form](#). Please be prepared to provide the following details when submitting your request:

- The type of assessment(s) being taken and the preferred test date,
- The type of accommodation(s) being requested, (please refer to the list at left),
- A list of any devices that may be needed to help with the accommodation process. LTI is not responsible for providing those devices.
- A detailed explanation of any other accommodation that are requested and not listed on this page.
- Requests take up to 10 business days (excluding weekends and US holidays) to process.
- You will receive an email from [accommodations@languagetesting.com](mailto:accommodations@languagetesting.com) either confirming the accommodations request or letting you know the request cannot be met for some reason.

Accommodations must **only** be requested for test-takers who have a documented need. LTI does not require that documentation be submitted to us directly for testing accommodations for candidates testing through an academic institution in order to protect their privacy. However, we entrust the educational entities with which we partner and that order tests through us with ensuring that accommodations requests are based on acceptable supporting documentation that has been verified by your organization. Please contact us by email at [accommodations@languagetesting.com](mailto:accommodations@languagetesting.com) with any questions about the accommodations process that are not answered on this page.

## General Accommodation Information

Some of the accommodations listed below may not be applicable to all assessments due to test configuration limitations. Please reach out to the LTI Accommodations Team at [accommodations@languagetesting.com](mailto:accommodations@languagetesting.com) to discuss the candidate's specific needs if they are not addressed in the list below :

- Extended testing time (time and one-half or double time)
- Extra breaks
- Screen magnification
- Human reader
- Oral interpreter for directions
- Alternate location
- Environment change
- Change in the order of activities
- Blank scratch paper
- Spell check

## Appendix #8: List of Clinical Field Experiences

This appendix provides a comprehensive list of clinical field experiences, organized by academic program. Each table outlines the relevant courses, the required clinical hours for each, and the grade level of the placement. Where applicable, predetermined placement sites are indicated in **bold**.

All logistics, including specific site assignments and the start and end dates of clinical placements and student teaching, will be communicated by the Office of Educational Services (OES).

Candidates are responsible for reviewing this information and adhering to the guidelines provided by OES.

### MAT - Art Education

Course	Required Hours	Grade Level
EDU 508	30 hours	K - 12
ART 270	6 hours	<b>ACES Wintergreen (K – 8) Yale University Art Gallery</b>
ART 570	30 hours	K – 6
ART 572	40 hours	7 - 12
EDU 596	Student Teaching 1 - <b>8 weeks – full time</b>	K – 6
EDU 597	Student Teaching 2 - <b>8 weeks – full time</b>	Secondary 7 - 12

### MAT - Early Childhood Education

Course	Required Hours	Grade Level
EDU 508	30 hours	K - 3
EDU 533	30 hours	1 - 3
EDU 594	Student Teaching 1 – <b>6 weeks – full time</b>	Pre K - K
EDU 595	Student Teaching 2 – <b>10 weeks – full time</b>	Grades 1 - 3

### MAT - Elementary Education

Course	Required Hours	Grade Level
EDU 508	30 hours	PK - 6
EDU 534	30 hours	1 - 6
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Grades 1 – 6

## MAT - Elementary Education / Bilingual Education (Dual)

Course	Required Hours	Grade Level
EDU 508	30 hours	K – 6
EDU 534	30 hours	1 - 6
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Grades 1 – 6

## MAT - Special Education

Course	Required Hours	Grade Level
SED 504	3 hours	PK - 12
SED 509	5 hours	PK - 12
SED 521	10 hours	PK - 12
SED 527	5 hours	PK - 12
SED 519	37.5 hours	PK – 12 <b>North Branford (Summer)</b>
EDU 596	<b>Student Teaching 1 - 8 weeks – full time</b>	K – 6
EDU 597	<b>Student Teaching 2 - 8 weeks – full time</b>	Secondary 7 - 12

## MAT - English Ed (Secondary)

Course	Required Hours	Grade Level
EDU 508	30 hours	Secondary 7 - 12
ENG 592	30 hours	Secondary 7 - 12
ENG 593	30 hours	Secondary 7 - 12
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Secondary 7 - 12

## MAT - History & Social Studies Ed (Secondary)

Course	Required Hours	Grade Level
EDU 508	30 hours	Secondary 7 - 12
HIS 592	40 hours	Secondary 7 - 12
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Secondary 7 - 12

## MAT - Mathematics (Secondary)

Course	Required Hours	Grade Level
EDU 508	30 hours	Secondary 7 - 12
MAT 490	40 hours	Secondary 7 - 12
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Secondary 7 - 12

## MAT - Science Ed (Bio, Chem, Earth Sc, Physics) - Secondary

Course	Required Hours	Grade Level
EDU 508	30 hours	Secondary 7 - 12
SCE 580	40 hours	Secondary 7 - 12
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Secondary 7 - 12

## MAT - World Languages (French, Italian, Spanish, German) - Secondary

Course	Required Hours	Grade Level
EDU 508	30 hours	Secondary 7 - 12
WLL 491	40 hours	Secondary 7 - 12
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	Secondary 7 - 12

## GC- School Library Media Specialist

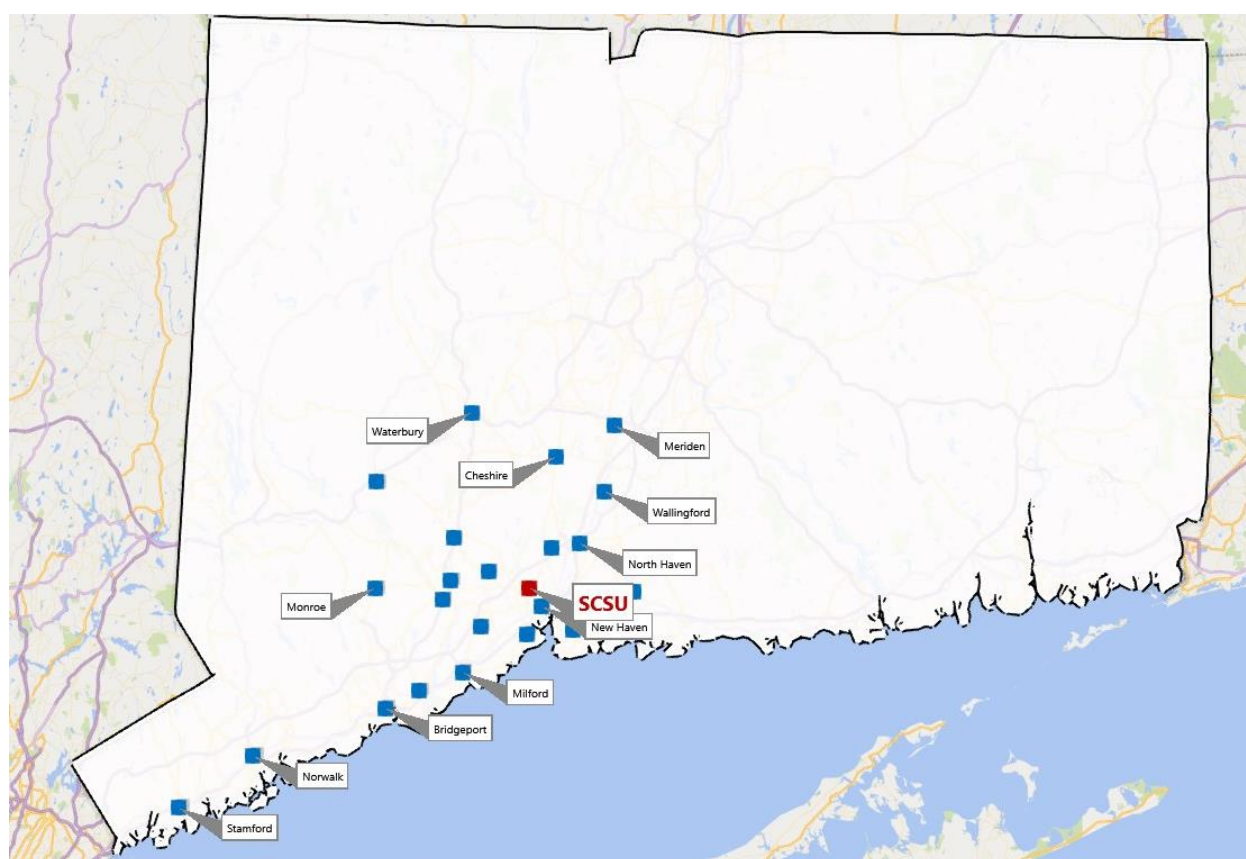
Course	Required Hours	Grade Level
EDU 508	30 hours	K – 12
ILS 571	5 hours	K – 12
ILS 582	120 hours	K – 12 (Or 60 hours K-12 & 60 hours public library)
EDU 593	<b>Student Teaching – 16 weeks – full time</b>	K – 12

## Appendix # 9: Placement Map

### Overview

The **placement map** outlines the College of Education's partnering school districts and locations across Connecticut where placements typically occur. These sites provide a range of urban and suburban experiences essential to candidate development.

As indicated in the handbook, if a candidate requires a placement outside those sites due to exceptional circumstances, they must contact the **Office of Educator Services (OES)** as early as possible prior to the start of the semester in which they are seeking placement.



### List of districts in alphabetical order:

- Amity Regional District 5 – Woodbridge
- Ansonia Public Schools
- Area Cooperative Educational Services (ACES)
- Bridgeport Public Schools

- Cheshire Public Schools
- East Haven Public Schools
- Hamden Public Schools
- Meriden Public Schools
- Milford Public Schools
- Monroe Public Schools
- North Branford Public Schools
- North Haven Public Schools
- Norwalk Public Schools
- New Haven Public Schools
- Orange Public Schools
- Pomperaug Regional School District 15 – Southbury
- Stamford Public Schools
- Seymour Public Schools
- Shelton Public Schools
- Stratford Public School
- Wallingford Public Schools
- Waterbury Public Schools
- West Haven Public Schools

## Appendix #10: Cover Letter & Resume

### Cover Letter

Your cover letter is an important part of your student teaching application. It introduces you to your prospective cooperating teacher and highlights your readiness to work in a classroom. Teachers will review your letter for both content and quality of writing, so careful editing is essential. While writing your cover letter, use a formal tone and structure, be concise and keep it to one page, and proofread it for grammar, spelling, and clarity. For support, contact the SCSU Office of [Career and Professional Development](#).

### Cover Letter Structure and Tips

**Heading:** Include your **full name in slightly larger font**. Add your phone number and SCSU email address

**Date:** Use the month and year when you submit your material

**Salutation:** Use “Dear Prospective Cooperating Teacher:” as your salutation. The use of a colon for punctuation is suggested for a cover letter.

#### Paragraph 1: Introduction

Introduce yourself and share why you are passionate about teaching and what you hope to contribute. Mention your **major** and **expected graduation date**. Describe the type of student teaching experience you are seeking (e.g., subject area), but **do not** name a specific school, cooperating teacher, or grade level. This keeps your letter flexible for multiple placement locations.

#### Paragraph 2: Preparation and Experience

Share relevant **academic, work, volunteer, or leadership experiences** and focus on how these experiences have prepared you for student teaching.

#### Paragraph 3: Unique Qualities

Highlight something special about your background—such as a skill, perspective, or passion—that makes you a strong candidate for teaching.

#### Paragraph 4: Closing

Thank the teacher for considering your application and offer to provide additional information. Include your contact details again if needed. Use a professional closing such as: **Sincerely, Best Regards, or Respectfully**. You may sign your name typed or handwritten—either is acceptable.

**Robert “Rob” Smith**

Phone: 203-392-0000  
[smith14@southernct.edu](mailto:smith14@southernct.edu)

**August 2025**

Dear Prospective Cooperating Teacher:

Please accept my application as a candidate for student teaching. I am completing my bachelor’s degree in Art Education at Southern Connecticut State University in Spring 2026.

I have several experiences that have helped me to prepare for student teaching, including field experiences, art courses, and work experiences teaching art and crafts to children. These opportunities have allowed me to develop lessons and provide supervision and instruction to children. Additionally, they have strengthened my interest in teaching art and pursuing my creative interests.

As you can see from my resume, I have taught and worked with children in several capacities. I have experience in art instruction through my field placements. I worked as a summer art instructor at a youth camp and art instruction expertise at the Middletown Community Arts Center. As a teacher, I emphasize developing opportunities for students to express their creativity, reflect on their work, and seek feedback to expand their learning.

Thank you for considering my request to be a student teacher in your classroom. I am very interested in working in a challenging and dynamic school setting that will help to prepare me as a future professional educator. Please do not hesitate to contact me if I can provide any additional information. I look forward to hearing from you.

Sincerely,

**Rob Smith**

## Résumé

Your resume is a snapshot of your education, experience, and skills. It helps cooperating teachers understand your background and readiness for student teaching. It should be accurate, well-organized, and easy to read. While writing your resume, use clear formatting and consistent style, and keep it to 1-2 pages depending on your experience. Proofread carefully for spelling, grammar and layout. You may use free online resume builders or schedule an appointment with the SCSU Office of Office of [Career and Professional Development](#) for personalized support.

### Résumé Structure and Tips

**Heading:** Include your full name in slightly larger font, along with your phone number and SCSU email address.

**Education:** Start with your most recent education first. Include the name of the institution, the state (if outside Connecticut), your degree, and your graduation or expected graduation date. You can also include honors (e.g. Dean's list), study abroad experiences, or relevant academic achievements. Including your GPA is optional – only add it if it is above 3.5. You do not need to include High school information in this section.

**Field Experience:** List all the clinical field experiences, starting with the most recent. Include the district, school, and semester. Add a few bullet points describing what you did in each placement.

**Work Experience:** Include jobs that show skills related to teaching, leadership, or working with children. Start with the most recent. For unrelated jobs, list them without detailed descriptions. You can leave out high school jobs unless they're directly relevant.

**Volunteer and Leadership Experiences:** Highlight volunteer roles or leadership positions that show your involvement with children, education, or community service. Again, start with the most recent and skip high school experiences unless they support your teaching goals.

## Robert “Rob” Smith

Phone: 203-392-0000

[smith14@southernct.edu](mailto:smith14@southernct.edu)

### Education

**Bachelor of Sciences in Art Education**, Anticipated May 2026

Southern Connecticut State University

GPA: 3.7/4.0

Dean’s List, Fall 2023 – Spring 2025

### Field Placements

**Davis Academy for Arts and Design**, New Haven, CT — Spring 2025

- Assisted mentor teacher with watercolor painting lessons for 7th and 8th graders.
- Supported 3rd and 4th graders in creating a set for the school play.
- Wrote lesson plans and taught three clay pot lessons for 5th grade students.

### Work and Related Experience

**Assistant Art Instructor, Middletown Community Arts Center — Sept. 2024 – Present**

- Supported instruction in woodworking, stained glass, ceramics, drawing, and painting.
- Helped develop marketing materials for classes and workshops.
- Assisted with course registration and enrollment.

**Fine Art Instructor & Camp Counselor, Maywood Boys & Girls Camp, Lycoming, PA — June–Aug. 2024**

- Directed fine arts program for campers ages 8–16.
- Taught drawing, painting, and creative expression.
- Organized an art show for Parents’ Weekend.
- Supervised a bunk of 12–14 campers for ten weeks.

**Server**, Tony’s Pizza Restaurant & Lounge, Cromwell, CT — Sept. 2021 – Present

### Student Leadership & Volunteer Experience

**Student Art Association**, Southern Connecticut State University

President (Fall 2024), Vice President (Fall 2022 & Spring 2023), Member (Fall 2022)

- Organized bi-weekly meetings and led planning for annual art show and sale, raising \$500 for philanthropy.

## Appendix #11: Video Recording Notice

### Classroom Video Recording

During your clinical coursework and your student teaching, you will be required to record lessons or segments of your teaching, as explained in [section IV.4](#) of this handbook.

Before recording, you must coordinate the recording date with your mentor or cooperating teacher and a notification letter must be sent to parents or guardians of all students in the classroom. If any parent or guardian does not consent to their child being recorded, that students must be positioned behind the camera and excluded from the video footage.

This appendix includes two notification letters:

- One for clinical experience assignments
- One for student teaching portfolio

These letters are available for download. Please consult with your mentor or cooperating teacher to determine if versions in additional languages are needed. For letters in other languages, please contact the **Office of Educational Services (OES)**.



## Video Recording Notice for SCSU Teacher Candidate

Dear Parent or Guardian,

We are pleased to inform you that a Teacher Candidate from Southern Connecticut State University (SCSU) will be working in your child's classroom. This candidate is completing academic requirements and will be assessed by their university faculty to ensure they are prepared for future student teaching responsibilities.

As part of this assessment, the candidate will teach a lesson and record a video of their instruction. The purpose of the video is to demonstrate their teaching practice and receive evaluation and feedback from university faculty. The recording will focus on the candidate's performance, not the students. However, your child may appear briefly in the background of a video.

The video recording **will only be used** by their university faculty to evaluate their performance and provide feedback and will never be shared publicly.

**If you prefer that your child not appear in any video recordings, simply notify your child's teacher. They will work with the student teacher to ensure your child remains out of the camera's view.**

If you have any questions or concerns, please contact the SCSU College of Education at [collegeofeducation@southernct.edu](mailto:collegeofeducation@southernct.edu)

Thank you for your support in helping future educators grow and succeed.

**Sincerely,**

**Christopher E. Trombly, Ph.D.**  
**Dean**



## Video Recording Notice for Student Teaching Portfolio

Dear Parent or Guardian,

We are pleased to share that a Student Teacher from Southern Connecticut State University will be working in your child's classroom this year. As part of their teacher preparation program, student teachers complete a Student Teaching Portfolio to demonstrate their readiness to teach and qualify for Connecticut teacher certification.

To support this process, student teachers will record short videos of their teaching. These recordings focus on the student teacher's performance, not the students. However, your child may appear briefly in the background of a video. Student teachers will also collect samples of student work to show how they support learning, and your child's work may be included.

All videos and materials will be uploaded without any students' names to a secure platform at SCSU. These materials **will only be used** by their instructors to evaluate the student teacher's performance and will never be shared publicly.

**If you prefer that your child not appear in any video recordings, simply notify your child's teacher. They will work with the student teacher to ensure your child remains out of the camera's view.**

If you have any questions or concerns, please contact the SCSU College of Education at [collegeofeducation@southernct.edu](mailto:collegeofeducation@southernct.edu)

Thank you for your support in helping future educators grow and succeed.

Sincerely,

**Christopher E. Trombly, Ph.D.**  
Dean

## Appendix #12: Uploading videos to Kaltura

### Overview

As part of your teacher preparation program, you will be required to submit video recordings of your teaching practice for your student teaching portfolio. In addition, you may be required to use recordings for the mini-lessons that you complete during your clinical placements, or methods courses. The purpose of these recordings is to demonstrate your instructional skills, classroom presence, and ability to engage learners effectively.

Before submitting your video to Blackboard, please carefully review the following guidelines:

### Recommended Browser for Blackboard & Kaltura

For the best experience when uploading videos, candidates should use:

- **Google Chrome** (Recommended)
- **Mozilla Firefox** (Good alternative)

**Avoid Microsoft Edge and Safari** – These may cause issues with media uploads

### Benefits of Uploading to Kaltura First

It is recommended that candidates upload their videos to **Kaltura** first and then embed them in their Blackboard assignments. This approach offers several advantages:

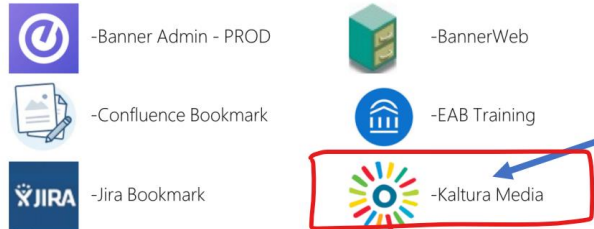
- **More Control Over Video Management** – Preview, edit, or add captions before submitting.
- **Faster Submission Process** – Embedding from **Kaltura My Media** into an assignment is quicker than uploading directly.
- **Avoiding Browser or Upload Issues** – Reduces the risk of browsers timeouts or upload failures, especially with large files.

## Step 1: Upload your videos to Kaltura Media

### 1. Go to your Kaltura App on myapps.microsoft.com

Apps

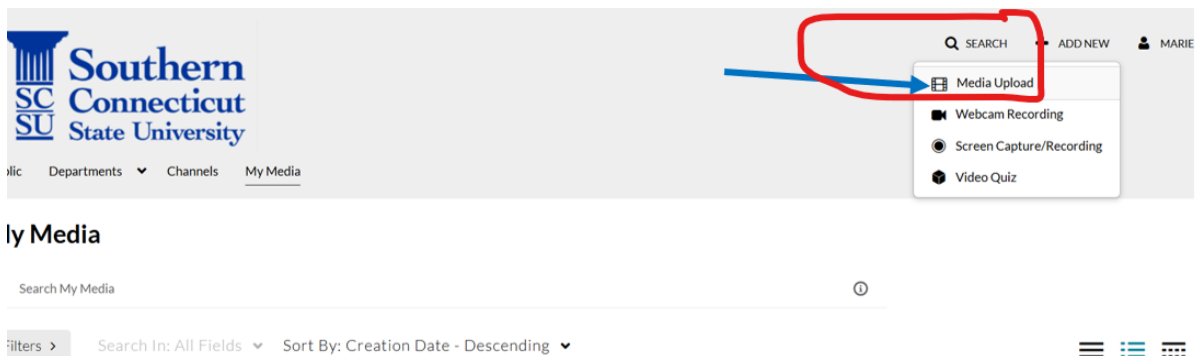
+Add app



### 2. Click on “My Media”



### 3. Click on “+Add NEW” then “Media Upload”

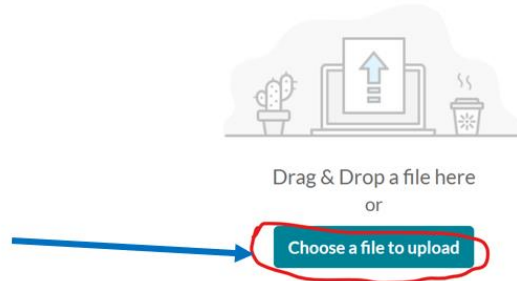


#### 4. Click on “Choose a file to upload”

All common videos formats in all resolutions are accepted.



#### Upload Media



#### 5. Select “Private” for Publishing Status

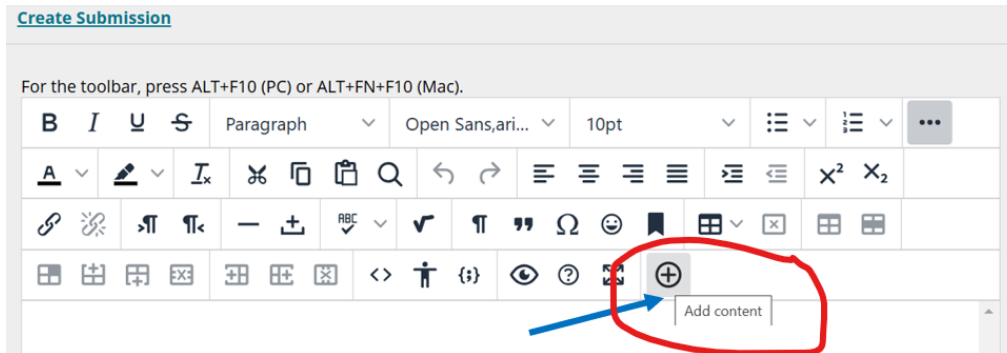
- Publishing Status:  Private - Media page will be visible to the content owner only.
- Unlisted - Media page will be visible to anyone with a link to the page.
- Published - Media page will be visible to users according to entitlements based on the selected destinations in the options below.

## Step 2: Upload your videos to Blackboard

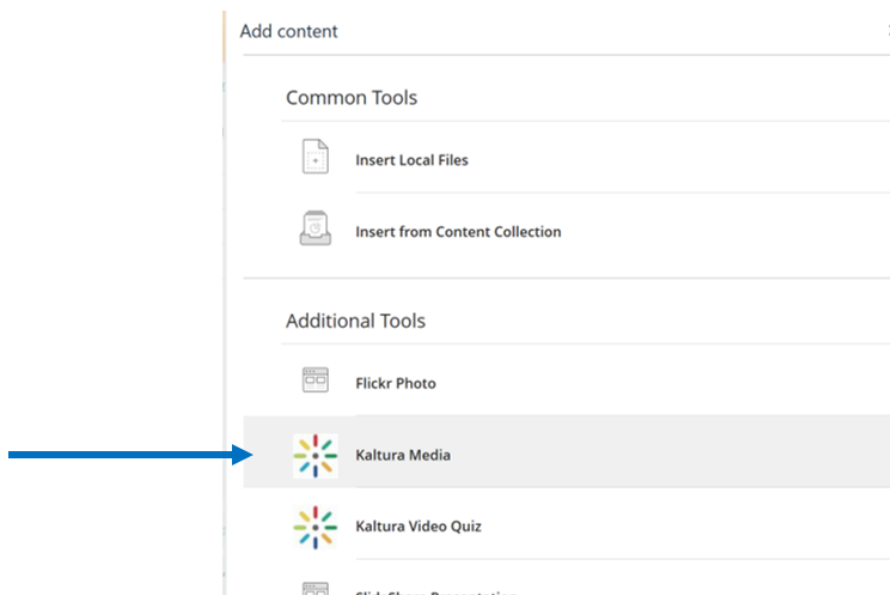
1. Go to your course in Blackboard where you need to submit the video
2. Open the assignment to create a submission



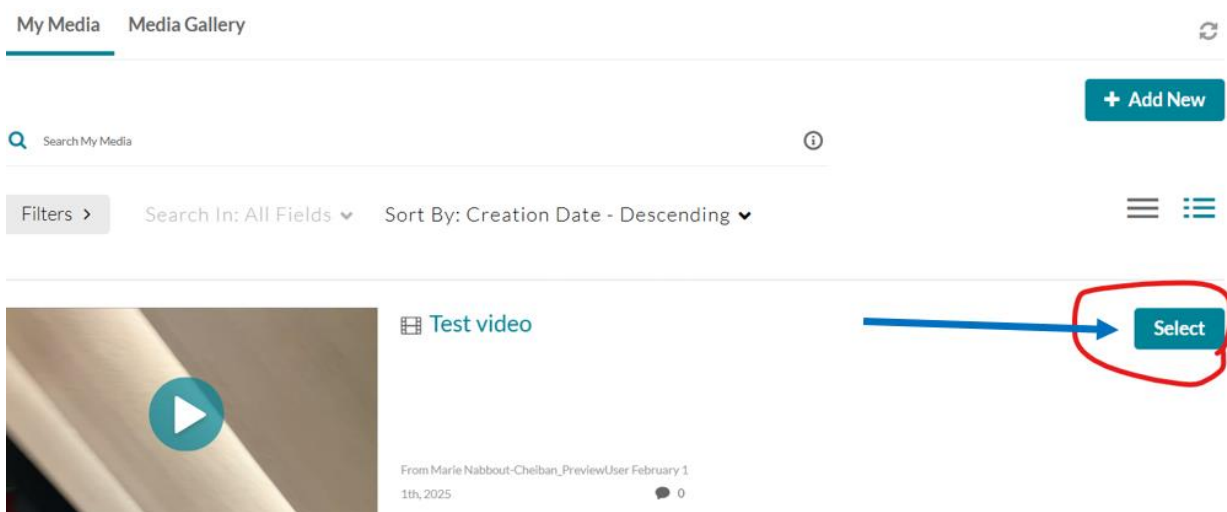
### 3. Click on the “+” sign to add content



### 4. Select “Kaltura Media”



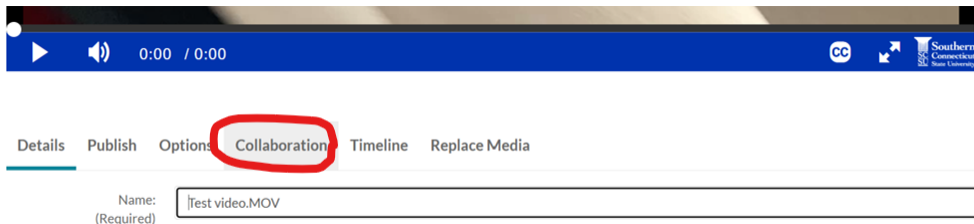
### 5. Select the videos to upload one by one



6. Once you are done uploading the videos and documents required for the assignment, click submit.

## Troubleshooting: if your instructor cannot see your videos:

- Open the Kaltura App.
- In Kaltura My Media, find the video.
- Click Actions > Edit > Collaboration



- Add the instructor as a co-publisher or co-editor to grant them access.

### Media Collaborators

Select users that are allowed to edit the content metadata and related assets (such as caption files) and/or allowed to publish



## Appendix # 13: Institutional Recommendation Process

### Eligibility Criteria

Before initiating the certification process, ensure the following requirements have been fully met:

1. **Conditional Acceptance Requirements:** If you were conditionally accepted to the College of Education, all stipulations must be fulfilled.
2. **Completion of Extra-Curricular Modules:**
  - **COE 200** Social Emotional Learning
  - **COE 201** Dyslexia module
  - **COE 202** Health and Mental Health Module
  - **COE 203** Computational Thinking module
3. **Passing Licensure Exams:**
  - Passing all required licensure exams (Praxis II, Pearson, and/or ACTFL exams). For more information, refer to [Appendix 5](#).
  - For more information, check [CSDE portal](#) for passing scores, and test registration information
4. **Program Completion and Transcript Updates:**
  - Successfully complete your program or degree.
  - Have your degree conferred and completion date is posted on your transcript.

### Requesting the Institutional Recommendation

To request the Certification Officer's recommendation, complete and submit the form linked here: [Institutional Recommendation Request](#).

### Important Notes:

You may initiate the certification process during your student teaching semester if the **first two requirements** are completed. However, the Certification officer **cannot certify the institution's recommendation** and send it to CSDE until the passing scores for all licensure exams are received, and the program completion date is posted on transcripts by the Registrar's Office.

Also note that certification recommendations are processed **in the order they are received**.

## Appendix # 14: Guidance on the CT Teacher Certification Application Process

### Step 1: Create an account

- If you already have a CECS account, proceed to Step 2
- Visit [the Connecticut Educator Certification System \(CECS\)](#) portal
- Create a new account:
  - Use a **personal email** address (not your Southern email). You will need future access to the portal, and your SCSU email will eventually become inactive.
  - **Save your password** securely, as you will need it to access the portal
  - Once your account is created, you will be issued an **Educator Identification Number (EIN)**. You will need it for the institutional recommendation form.

### Step 2: Apply online

- Log in to your CECS account
- Click “Apply Online” and **select the appropriate** “Teacher/Educator” certification. **Use the table below to find the correct endorsement number.**
- The Connecticut State Department of Education (CSDE) charges \$200.00 for certification.
  - You will pay \$50.00 at time of application,
  - CSDE will invoice you for the remaining \$150.00.

### Step 3: Request Transcripts

- Request Transcripts **from all colleges/universities attended.**
- Do not send your SCSU transcript prematurely - wait until your degree date is posted on the transcript. You will receive an email from the Registrar’s Office when your degree has been posted to your student records.

#### *Transcript Submission options:*

- Electronic Transcripts can be sent to [teacher.etranscript@ct.gov](mailto:teacher.etranscript@ct.gov)
- Paper copies of official unopened transcripts can be mailed to:  
Connecticut State Department of Education  
Bureau of Educator Standards and Certification  
P.O. Box 150471  
Hartford, CT 06115-047

#### *To Request Official Transcripts from SCSU:*

- Visit: <https://inside.southernct.edu/onestop/studentrecords>
- Click on the **TRANSCRIPTS** dropdown and follow the instructions for “**Current Students**”

## Appendix # 15: DSAP Program Map

### To be completed by the candidate

#### Candidate information

**Name:** \_\_\_\_\_ **Student ID** \_\_\_\_\_

**Program:** \_\_\_\_\_

#### DSAP information

**School Name:** \_\_\_\_\_

**District:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Anticipated start date:** \_\_\_\_\_

#### Acknowledgments

I have read and understood all the DSAP information in the student handbook

I have met with the Program DSAP Advisor and understand of the recommended start date of the DSAP

I understand that it is my responsibility to follow up on all required paperwork with the district and CSDE. Delays in permit issuance will delay program completion.

### To be completed by the Program DSAP Advisor

Please complete the DSAP program map after meeting with the candidate. The map should include all admission stipulations (if any) and the additional requirements that candidates need to complete (COE modules, licensure exams)

**Program DSAP Advisor Name:** \_\_\_\_\_

**Meeting date:** \_\_\_\_\_

**MAP**


<b>Fall or Spring / year</b>	<b>Fall or Spring / year</b>
	EDU 999 - DSAP Supervision 2
	Student Teaching Seminar