



# **UConn** | NEAG SCHOOL OF EDUCATION

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2021-2022 Handbook

## Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program Handbook

Dear Neag students,

Welcome back to the new academic year! We remain mindful of the pandemic's challenging times and likewise of the many opportunities that were provided for being flexible, creative, and innovative. It is our hope that these attributes continue to flourish as we nurture your preparation and development as educators.

The Neag School of Education at the University of Connecticut offers highly motivated students the opportunity to become skilled teachers through their participation in our nationally recognized teacher education programs. The Neag School of Education has two teacher preparation programs: The Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program, based in Storrs, and the Teacher Certification Program for College Graduates (TCPCG), based on UConn's Avery Point, Greater Hartford and Waterbury campuses.

Based on principles established by the Holmes Partnership and the work of John Goodlad and his colleagues at the National Network of Educational Renewal, the IB/M Teacher Preparation Program was established to prepare pre-service teachers to meet the needs of all students in all types of learning environments.

- For the sixth consecutive year, *U.S. News and World Report* has ranked UConn's Neag School of Education among the top 20 public graduate schools of education in the nation. The 2022 ranking for best education in the U.S. News & World Report 2022. The Neag School of Education ranks # 16 among public graduate schools of education and No. 27 for all graduate schools of education nationwide. In addition, one of the Neag School's specialty programs stands among the top 20 in the United States: Special Education, tied at No.13.
- The faculty of the Neag School of Education are nationally and internationally known scholars and teachers who bring new ideas and scholarship to their teaching.
- Our Teacher Preparation program partners with teachers and administrators in over 50 elementary, middle, and high schools in nine school districts, called Professional Development Centers, to provide students with instructive clinic placements that help students connect theory and practice through reflective inquiry.

The purpose of this handbook is to provide an overview of the University of Connecticut's Integrated Bachelor's/Master's (IB/M) Teacher Preparation Program. A separate IB/M Clinic Experiences Handbook provides a detailed overview of the clinical experiences that are a central part of the IB/M program.

If you have any questions concerning the content of the IB/M Handbook, please feel free to contact the Office of Teacher Education at 860-486-3065.

We look forward to an exciting year of teaching and learning as we re-enter our Neag classrooms with a continued commitment to equity and excellence for all.

Sincerely,

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

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

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## Teacher Education at the University of Connecticut

### Creating a Community of Learners

Each day, hundreds of thousands of American teachers teach students with a wide range of instructional needs from economically and culturally diverse communities. They spend their days in classrooms where they teach and create learning communities. They use their strong content knowledge base and diverse pedagogical strategies to challenge all students, nurture creativity and intellectual curiosity, and work to create informed, sensitive, responsive learners. The Neag School of Education at UConn is dedicated to developing teacher leaders who will create these learning communities in a partnership with public schools and our colleagues in the arts and sciences. We face the challenge of building and sustaining our community of learners, fully understanding the complexities of the task, with the following mission and core benefits as our guide.

#### Our Vision

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

#### Our Mission

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

#### Our Core Beliefs

A Neag School of Education teacher education graduate will be characterized by:

- A strong *knowledge base* of content, theory, pedagogy, and the use of technology to enhance learning
- Curiosity and *intellectual enthusiasm* for continued learning and a desire to make the learning process *enjoyable*
- A core belief that *all students can learn*
- A *respect for the value of diversity in our culture* and a desire to work with diverse student populations
- The *courage to ask reflective questions* about important problems and work collaboratively to find solutions
- The knowledge and *creativity to produce* new instructional methods
- The ability to use multiple methods of *technology* to enhance and develop *authentic learning* opportunities
- Flexibility to use rich, *diverse pedagogy* to construct knowledge around the *abilities, interests, and learning styles* of all students
- The skill and knowledge to use varied methods of *authentic assessment* to document student learning
- The desire and skill to use learner-centered *differentiated instruction and curriculum* and appropriate classroom management and organization to enable all students to make continuous progress
- Informed, *responsive*, participatory citizenship in democratic, collaborative learning communities
- *Compassion*, caring and a desire to develop learners with what make a *positive difference* in the world
- The use of *ethical standards* to make *evidence-based* decisions in the best interests of students

## PROGRAM DESCRIPTION

In the early 1990's, the Neag School of Education at UConn instituted comprehensive changes in its teacher education programs. The result of these changes is the Five-Year Integrated Bachelor's/Master's Teacher Preparation Program. In 2015, faculty and school stakeholders worked together to reorganize the teacher education program around 19 core practices.

Students typically enter the program as juniors, spending three years completing both a Bachelor's and a Master's degree. Students completing requirements for both the Bachelor of Science and Master of Arts in Curriculum and Instruction or Educational Psychology who also successfully complete Connecticut's essential skills and subject knowledge testing requirements qualify for UConn's recommendation to teach in Connecticut and elsewhere.

### Tenets of the Program

The IB/M program was designed with the following tenets or principles in mind.

1. A broad liberal arts background, with a specific subject matter major that would be a part of every student's plan of study.
2. A series of progressively challenging clinical experiences in professional development schools across diverse environments.
3. A common core of pedagogical knowledge for *all* students, and specific pedagogical preparation in the area of elected certification.
4. Six semesters of clinical experiences, building teaching competence, that are tied closely to seminars and pedagogical courses.
5. Analysis and reflection about classroom practice, as well as school and community relations that would play an important role in educating future teachers to become effective decision makers and contributors to the growth of knowledge. UConn graduates would become teacher leaders and teacher researchers.

## ADMISSION TO THE IB/M TEACHER PREPARATION PROGRAM

To qualify for UConn's institutional recommendation to serve as a teacher, any applicant must successfully complete one of the Neag School of Education accredited teacher education programs. UConn undergraduates participate in the Integrated Bachelor's/Master's Program, involving a minimum of five years of full-time study. Prospective teachers complete at least two years of course work in general education and subject area major prior to admission to the Neag School of Education, followed by two years of full-time course work in subject area major and professional education while enrolled in the undergraduate teacher education program, followed by one year of full-time course work in professional education while enrolled in the Graduate School to earn the Master of Arts in Curriculum and Instruction or Educational Psychology.

Admission to the Neag School of Education is competitive. Enrollment in each program is limited. Up to fifteen of the most qualified applicants in each teaching program are admitted annually with the exception of forty in Elementary Education and twenty in Comprehensive Special Education. After completing at least three undergraduate semesters, students apply *by January 20* to be considered for the following semester.

Students must complete at least fifty-four credits to be eligible for admission for the fall semester. The Connecticut State Department of Education has designated several certification areas as **critical shortage areas**. Currently, these are: secondary mathematics, secondary science, special education, and world languages (e.g., Spanish, French, etc.). Applications for critical shortage area majors are due by January 20 and will be reviewed during the regular admissions period. If, after that review, there are spaces available in the critical shortage area majors, additional applications will be considered if submitted by April 1. Please note, students can apply only once per academic year to a given shortage area major.

Applicants to the IB/M program are submitted online, and include an essay describing experiences that have influenced your desire to pursue a career in teaching (e.g., educational, employment, personal, volunteer) and a resume. The Teacher Education Admissions Committee reviews each candidate's application and selects candidates to interview. Following the completion of the interview process, the Teacher Education Admissions Committee recommends selected candidates to the Director of Teacher Education for admission to the IB/M program.

Successful applicants generally have:

- completed sufficient appropriate credits to be eligible for consideration,
- applied by the annual deadline of January 20,
- participated in successful interviews with faculty,
- submitted a resume,
- written acceptable essays, and
- earned competitive cumulative grade point averages.

The Connecticut State Board of Education has set the minimum admission standard at a “B-“ average (GPA 2.7 or higher) for all undergraduate courses. Teacher education programs offered by the Neag School of Education, however are generally more competitive.

Applicants for the Master of Arts in Curriculum and Instruction or Educational Psychology must apply for admission to the Graduate School by February 1 of the final undergraduate semester. Admission requirements include a cumulative grade point average of at least a 3.0 for the entire undergraduate record, or a 3.0 for the last two years, or excellent work in the entire final year.

## Praxis Core Requirement

### Who Must Meet the Praxis Core Requirement?

According to state law, each person *admitted* to a teacher education program in Connecticut shall take the *Praxis* Core Academic Skills for Educators tests in reading, writing, and mathematics OR meet the requirements for a waiver (see below).

If you do not qualify for a waiver, create an account at [ETS website](#). Register to take the computer-delivered *Praxis* Core. Students will need to submit test scores by **August 1** (prior to entering the teaching program in the junior year).

### Computer-Based Tests:

Although there are minimum passing standards, *students do not need to achieve the passing score in order to enter the teaching program*. The IB/M program will use the scores diagnostically to determine if students need remediation in any area.

Test #	Test	Passing Score	Note
5712	<i>Praxis</i> ® Core Reading	156	Previous version, but still accepted
5722	<i>Praxis</i> ® Core Writing	162	Previous version, but still accepted
5732	<i>Praxis</i> ® Core Mathematics	150	Previous version, but still accepted
New <i>Praxis</i> ® Core tests:			
5713	<i>Praxis</i> ® Core Reading	156	
5723	<i>Praxis</i> ® Core Writing	162	
5733	<i>Praxis</i> ® Core Mathematics	150	
5752	Combined Test (Reading, Writing, and Mathematics)		

Students can take a combination of test versions to satisfy the requirement (e.g., the current version of Reading and the new version of Math and Writing).

**Test Structure:**

- Reading: 85 minutes; 56 selected-response questions based on reading passages & statement
- Writing: 100 minutes; 40 selected-response questions and two 30-minute essay questions
- Math: 90 minutes; 56 selected-response and numeric entry questions (on-screen calculator available)
- Combined Test: 5 hours

**Test Locations:** at a test center or at home through a remote proctor.

Dates: Offered year-round by appointment (Monday – Saturday)

Locations: Glastonbury (860-633-7236); Hamden (203-287-9677); Litchfield (860-567-0863); Norwalk (203-847-0031)

**Registration:** *Praxis* registration information, including test sites and dates, is [available online](#). Study tips and practice tests are also available on the ETS website. Call 1-800-772-9476 for questions about the test or [chat online](#).

**Score Report Receipt:** Score reports are available via your online account. You will receive an email when scores have been posted. Reading or math score results available 10-12 business days after testing window closes. Writing scores available 15-17 days after testing window closes.

**Fees:** 1 test: \$90; Combined Test: \$150

**Fee Waiver:** Fee waivers may be available for students with demonstrated need that meet the criteria. See [ETS website](#) for more information.

**Retest:** You do not need to retake the test since passing scores are not needed to enter the program.

**Recipient Code:** Include the University of Connecticut as a score recipient: **Code 3915**. If you did not include UConn as a score recipient, you must contact ETS and have them send us a score report.

**Test Preparation:** In order to familiarize students with the test and provide test taking strategies, Dominique Battle-Lawson, [dominique.battle-lawson@uconn.edu](mailto:dominique.battle-lawson@uconn.edu), provide *Praxis* Core workshops. Contact Dominique for more information.

**Praxis Waiver**

How do I know if I am eligible for the *Praxis* waiver?

You are eligible for a *Praxis* waiver if you meet one of the following sets of criteria:

- SAT Waiver. A combined score of 1,100 or more on the SAT\* (mathematics and critical reading sections only; does NOT include writing section) with neither the mathematics nor the critical reading subtest score below 450; or
- ACT Waiver. Scores no less than 22 on the English subtest and no less than 19 on the mathematics subtest on the American College Testing (ACT) program assessment.

*\* If you have taken the SAT on more than one occasion, your highest verbal score and your highest mathematics score will be combined.*

If you DO MEET one of the criteria you must submit qualifying scores to UConn.

**Current UConn students:** To see if you qualify for the waiver, look at your ACT or SAT scores in [High School Summary](#) in the Student Administration system. If you qualify for the waiver AND your scores appear in Student Admin, you do not have to request test scores.

If you qualify for the waiver and are or were a **transfer student** and did not submit ACT or SAT scores to UConn when you applied, you **MUST** request official ACT or SAT scores and have them sent to UConn (SAT recipient code 3915; ACT recipient code 0604) by August 1 (prior to entering the teaching program in the junior year).

**SAT Test Score Request:** <https://collegereadiness.collegeboard.org/sat/scores/sending-scores>

**ACT Test Score Request:** <http://www.act.org/content/act/en/products-and-services/the-act.html>

If you DO NOT MEET one of the criteria listed above, you must take the *Praxis* Exam.

## PROFESSIONAL DEVELOPMENT CENTERS

The Neag School of Education at UConn has entered into partnerships with 13 school districts and over 50 elementary, middle, and high schools. Through these relationships, known as Professional Development Centers or PDCs, the faculty and administration in the Neag School of Education, and in the schools, work together to create new visions of education. While the configuration of each PDC varies depending upon the demographics, needs, and interests of the specific school, there are three general principles that have guided the design and implementation of all PDCs.

First, virtually all of the clinic placements for IB/M students are in one of the professional development schools. Thus, **any given school in the network will host, at a single point in time, a wide range of IB/M students across all three years of the program.** Some students, especially those early on in the IB/M program, might be tutoring individual children. Other IB/M students will be taking on a full teacher role during their student teaching assignment. Master's interns might be working with teachers in the school to develop curricula or design a support program for at-risk children. The goal is to place a critical mass of IB/M students from varying stages in the program into a single building. Their presence in large numbers helps to define the culture of the school as a place characterized by professional collaboration and growth. In addition, IB/M students in the same building during their clinical placements support and challenge each other through the process of learning to be a professional educator.

The second principle guiding the development and implementation is that **university personnel, school district personnel, and IB/M students have a shared responsibility for creating an appropriately positive and challenging environment for learning in their school.** The learning that goes on in a school is not only the learning of the children and adolescents who attend that school. The learners in a school include the IB/M students working in the school during one of their clinic placements, the university faculty who supervise those IB/M students during their clinic placements, as well as the teachers and administrators who constitute the professional staff of the school. The opportunities for professional growth in a school are many and varied, including staff development workshops, conferences and meetings, seminars, and the routine conversations and sharing that characterize the close working relationships that develop between IB/M students, university personnel, and school district personnel who share a vision and mission.

The third principle guiding development and implementation is that **a primary emphasis within the operation of the schools is on development projects and research activities.** Again, IB/M students, UConn faculty, school district faculty, and school district administrators collaborate in these efforts.

In addition, master's interns are required to conceptualize, conduct, and write up a professional inquiry project related to their internships. Thus, over one hundred such inquiry projects are conducted each year in schools. Inquiry projects are carried out by IB/M students, under the close guidance of a university faculty member. School district personnel who work closely with the interns typically assist their interns in the articulation of a focus and the formulation of a set of questions for those projects that are of interest and importance to the district. Many of these inquiry projects have become significant documents in schools and districts, providing needed information about district programs and initiatives, ultimately driving the next round of decisions regarding whether and how to approach those programs and initiatives in upcoming years.

Finally research carried out by university faculty and graduate students is often conducted in schools, adding to the efforts to create schools that are indeed characterized by professional development and inquiry. Increasingly teachers are becoming participants in research projects.



## **What does it mean to be a Professional Development Center?**

A Professional Development Center is a district that has committed itself to the highest level of involvement in the development of new teachers and has opened its doors to UConn students, providing them with access to rich, engaging learning environments and to teachers who can demonstrate what it means to teach every child well.

A Professional Development Center is a district in which teachers and administrators contribute time, energy, and expertise to shape the practice of new teachers and to ground research on teaching practice in the realities of teaching in today's world.

A Professional Development Center is a district with a willingness to bridge the divide between the school district and university cultures to work together in the spirit of inquiry to improve practice both in teacher education and in public schools.

Clinic teachers and administrators spend countless hours each year coaching, mentoring, supporting, and encouraging IB/M students to become the best teachers they can be.

The following lists our current PDC partner districts:

Coventry Public Schools

CREC

East Hartford Public Schools

Farmington Public Schools

Glastonbury Public Schools

Hartford Public Schools

Manchester Public Schools

Mansfield Public Schools

New Britain Public Schools

Regional School District #19

Vernon Public Schools

Willington Public Schools

Windham Public Schools

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

## GUIDELINES FOR CLINIC EXPERIENCES

Clinic experiences – working in classrooms and schools with children and in collaboration with skilled, experienced and certified teachers – is a central activity in the IB/M program. Over the course of the IB/M program, students complete the equivalent of six semesters, an average of 1200 hours, of clinic-based experiences. The experiences become increasingly complex and demanding as students make their way through the program.

Clinic experiences are designed to complement the university course work IB/M students are taking concurrently with their clinic placement. Each semester students are also enrolled in a small seminar with other students who are at the same phase in the IB/M program. In these seminars, students are expected to talk and write about what they are doing in and learning from their clinic placements, how they are learning in clinic is related to their learning in their university courses, and how their understandings of students, teachers, schools, and teaching is changing as a function of their varied learning experiences. The goal of the Clinic/Seminar/Core structure that runs throughout the IB/M program is to provide the students with the knowledge, skills and supervised practice needed to engage in substantive analysis of and reflection upon the enormous and complex task of educating the youth of this country.

### Common Expectations for All Clinic Experiences

The IB/M program is highly dependent upon the success of the clinic experiences in which students participate each semester. Successful clinic experiences are largely a collaborative effort, one that involves the coordination of the IB/M student, the clinic teacher, and the university supervisor/seminar leader. These three individuals make up the clinic team.

While clinic experiences across the IB/M program vary greatly in terms of the focus and expectations placed upon the students, there are many expectations that are common to all clinic placements. Therefore, this section of the handbook will address those expectations for the clinic experience, the IB/M students, the clinic leaders/teacher, and the seminar leaders/university supervisors that cut across all clinic experiences and assignments.

All clinic experiences should:

- be active learning experiences with IB/M students spending a minimal amount of time sitting in the back of the room observing what others are doing;
- challenge the IB/M students to think for themselves and perform independently in a manner consistent with their level of experiences and preparation;
- help teachers or clinic leaders accomplish tasks or meet goals that they could not have accomplished without the participation of IB/M students.

All students in a clinical experience should understand that they are in a school at the invitation of the school. Every student has a responsibility to maintain a high level of professional conduct. The CSDE Professional Code of Conduct can be found on the Neag School of Education website ([www.education.uconn.edu](http://www.education.uconn.edu)).

### IB/M Program Clinic Hours

Program Schedule	Required Clinic Hours	Description
Semester 1 – Jr Fall	44 hours/semester (4-5 hours/week) Approximately 11 weeks	Elementary education teacher candidates are placed with a certified K-6 teacher with at least 3 years of experience.
Semester 2 – Jr Spring	54 hours/semester (5-6 hours/week)	

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

Neag students MUST adhere to all school rules, policies, and practices including emergency or temporary decisions and guidelines as related to current local, state and/or national occurrences (Examples: safety concerns and/or pandemic protocols). Please see the separate IB/M Clinic Experiences Handbook that provides a detailed overview of the clinical experiences that are a central part of the IB/M program.

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

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

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

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

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

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

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

### **Process:**

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

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

teaching commitments. Faculty Advisor assesses whether the candidate is aware of the pros and cons of taking such a position (i.e., it can potentially take time away from the application and interview process for a more permanent position). Advisor also ensures that the candidate is invested in the opportunity, feels they can learn something, and is confident that appropriate supports are in place.

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

**PDC Coordinators:**

Dr. Susan Payne – [susan.payne@uconn.edu](mailto:susan.payne@uconn.edu)

Dr. Rebecca Eckert – [rebecca.eckert@uconn.edu](mailto:rebecca.eckert@uconn.edu)

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

## Guidelines for contacting faculty and staff

Please include:

Via your UConn email account & voicemail

Student Name (First & Last) & Student Admin#

Days & Times available

Brief statement of issue/concern, reason for appointment or comments/questions

Return phone number if a phone call is desired

Other relevant information

## Who to Contact?

Contact information:	Contact regarding:
<p><b>Director of Teacher Education</b>  Michele Femc-Bagwell, Ph.D.  <a href="mailto:michele.femc-bagwell@uconn.edu">michele.femc-bagwell@uconn.edu</a>  860.486.0079  Gentry 340A</p>	<ul style="list-style-type: none"> <li>● IB/M and TCPCG program management, issues, and concerns</li> <li>● Neag Policies</li> <li>● Practicum, Student Teaching, and Internship issues</li> <li>● TaskStream</li> </ul>
<p><b>Advising:</b> <a href="http://advising.education.uconn.edu/">http://advising.education.uconn.edu/</a></p>	
<p><b>Assistant Dean and Certification Officer</b>  Ann Traynor, Ed.D.  <a href="mailto:ann.traynor@uconn.edu">ann.traynor@uconn.edu</a>  860.486.1354  Gentry 306</p>	<ul style="list-style-type: none"> <li>● Dean’s Designee signatures - late add/drop, excess credit, course substitutions</li> <li>● Teacher certification paperwork and questions</li> <li>● Licensure test questions (e.g., Praxis II, ACTFL, Foundations of Reading)</li> <li>● Academic performance &amp; difficulties</li> <li>● Additional degree questions</li> <li>● Career Concerns</li> <li>● Major courses &amp; University Gen Ed. Requirements</li> <li>● Personal Issues</li> <li>● Plans of Study</li> <li>● Registrar issues</li> <li>● Transfer course equivalencies and questions</li> <li>● University Policies</li> </ul>
<p><b>Assistant Director, Student Support</b>  Dominique Battle-Lawson  <a href="mailto:dominique.battle-lawson@uconn.edu">dominique.battle-lawson@uconn.edu</a>  860.486.1903  Gentry 322</p>	<ul style="list-style-type: none"> <li>● Plan of Study Questions: <b>Elementary, Science, Social Studies, World Language majors</b></li> <li>● Academic performance &amp; difficulties</li> <li>● Additional degree questions</li> <li>● Career Concerns</li> <li>● Diversity Initiatives</li> </ul>

	<ul style="list-style-type: none"> <li>● K-12 School Visits</li> <li>● Leadership in Diversity (LID)</li> <li>● Major courses &amp; University Gen Ed. Requirements</li> <li>● Open House</li> <li>● Personal Issues</li> <li>● Praxis Study Groups</li> <li>● Pre-education advising</li> <li>● TEACH Grant</li> <li>● Teacher Education Student Association (TESA)</li> <li>● Transfer course equivalencies and questions</li> <li>● University Policies</li> </ul>
<p><b>Academic Advisor</b>  Carlton Jones  <a href="mailto:carlton.jones@uconn.edu">carlton.jones@uconn.edu</a>  860.486.8901  Gentry 324</p>	<ul style="list-style-type: none"> <li>● Plan of Study Questions: <b>English, Math, Music, Special Education majors</b></li> <li>● Academic performance &amp; difficulties</li> <li>● Additional degree questions</li> <li>● Career Concerns</li> <li>● Career Fair</li> <li>● Diversity Initiatives</li> <li>● K-12 School Visits</li> <li>● Leadership in Diversity (LID)</li> <li>● Major courses &amp; University Gen Ed. Requirements</li> <li>● Praxis Study Groups</li> <li>● Pre-education advising</li> <li>● Scholarships, awards, financial aid</li> <li>● Teacher Education Student Association (TESA)</li> <li>● Personal Issues</li> <li>● Transfer course equivalencies and questions</li> <li>● University Policies</li> </ul>
<b>Clinic</b>	
<p><b>Associate Director, School-University Partnerships</b>  Violet Jiménez Sims, Ed.D.  <a href="mailto:violet.sims@uconn.edu">violet.sims@uconn.edu</a>  Gentry 432</p>	<ul style="list-style-type: none"> <li>● Clinic/school partnerships</li> <li>● Fifth-year seminar</li> <li>● Internship placements</li> <li>● Student teaching placements</li> <li>● Student communications regarding clinic</li> </ul>
<p><b>Program Assistant</b>  Anna Roberts  <a href="mailto:anna.o.roberts@uconn.edu">anna.o.roberts@uconn.edu</a>  860.486.3073  Gentry 340</p>	<ul style="list-style-type: none"> <li>● Clinic/school placements</li> <li>● Fingerprinting</li> </ul>
<b>Clinical Faculty</b>	
<p>Rebecca Eckert, Ph.D.  <a href="mailto:rebecca.eckert@uconn.edu">rebecca.eckert@uconn.edu</a>  860.486.1367  Gentry 303A</p> <p>Susan Payne, Ph.D.  <a href="mailto:susan.payne@uconn.edu">susan.payne@uconn.edu</a>  860.486.8858  Gentry 303B</p>	<ul style="list-style-type: none"> <li>● Clinic issues</li> <li>● Internship placements</li> <li>● School partnerships</li> <li>● EGEN &amp; Fifth-year seminar</li> <li>● Inquiry Project</li> <li>● Personal Issues</li> <li>● Student communications regarding clinic</li> <li>● Student teaching placements</li> </ul>

<b>Teacher Education Faculty Advisors</b>			
<ul style="list-style-type: none"> <li>● Academic performance &amp; difficulties</li> <li>● Career Concerns</li> <li>● Clinic and Internship Issues and Questions</li> <li>● Inquiry Project</li> <li>● Major Courses</li> <li>● Personal Issues</li> <li>● IB/M Portfolio - Required portfolio that serves as culminating exam for master's year. Provides evidence of your depth of understanding of teaching.</li> <li>● Interview Portfolio - Is a portfolio you may choose to utilize when you interview for a teaching position. Provides evidence of your depth of understanding of teaching.</li> <li>● Plans of Study</li> <li>● Student teaching</li> <li>● Teacher Licensure Tests</li> </ul>			
Name	Email	Phone	Office
<b>Elementary Education, Grades 1-6</b>			
Dr. Tutita Casa	<a href="mailto:tutita.casa@uconn.edu">tutita.casa@uconn.edu</a>	860.486.9078	Gentry 413C
Dr. Hannah Dostal	<a href="mailto:hannah.dostal@uconn.edu">hannah.dostal@uconn.edu</a>	860.486.3523	Gentry 401A
Dr. Doug Kaufman	<a href="mailto:douglas.kaufman@uconn.edu">douglas.kaufman@uconn.edu</a>	860.486.0268	Gentry 412
Dr. Tom Levine	<a href="mailto:thomas.levine@uconn.edu">thomas.levine@uconn.edu</a>	860.486.5449	Gentry 426
Dr. David Moss	<a href="mailto:david.moss@uconn.edu">david.moss@uconn.edu</a>	860.486.0249	Gentry 401
Dr. Grace Player	<a href="mailto:grace.player@uconn.edu">grace.player@uconn.edu</a>	860.486.2005	Gentry 404B
<b>English Education, Grades 7-12</b>			
Dr. Danielle Filipiak	<a href="mailto:danielle.filipiak@uconn.edu">danielle.filipiak@uconn.edu</a>	860.486.2403	Gentry 422B
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Dr. Cara Bernard	<a href="mailto:cara.bernard@uconn.edu">cara.bernard@uconn.edu</a>	860.486.5444	Gentry 401C
<b>Science Education, Grades 7-12; Agricultural Education, Grades PK-12</b>			
Dr. Todd Campbell	<a href="mailto:todd.campbell@uconn.edu">todd.campbell@uconn.edu</a>	860.486.1636	Gentry 422A
<b>World Languages Education, Grades 7-12</b>			
Dr. Michele Back	<a href="mailto:michele.back@uconn.edu">michele.back@uconn.edu</a>	860.486.1636	Gentry 420
<b>Special Education, Grades K-12</b>			
Dr. Susannah Everett	<a href="mailto:Susannah.everett@uconn.edu">Susannah.everett@uconn.edu</a>	860-486-7972	Gentry 015A
Dr. Jen Freeman	<a href="mailto:Jennifer.freeman@uconn.edu">Jennifer.freeman@uconn.edu</a>	860.486.0616	Gentry 002B
Dr. Devin Kearns	<a href="mailto:devin.kearns@uconn.edu">devin.kearns@uconn.edu</a>	860.486.3985	Gentry 002D
Dr. Allison Lombardi	<a href="mailto:allison.lombardi@uconn.edu">allison.lombardi@uconn.edu</a>	860.486.2213	Gentry 002A
Dr. Brandi Simonsen	<a href="mailto:brandi.simonsen@uconn.edu">brandi.simonsen@uconn.edu</a>	860.486.2763	Gentry 005
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