

**CONNECTICUT COLLEGE
EDUCATION DEPARTMENT**

**TEACHER CERTIFICATION PROGRAM
STUDENTS HANDBOOK**

New London, Connecticut

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity OR it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” Paulo Freire

The Education Department at Connecticut College is designed for students who are pursuing public school teaching certification. Keeping with the liberal arts tradition, the certification program aims at developing teachers as intellectuals and mediators of social change with solid academic records and a strong commitment to their professional life. Critical pedagogies underlie our teacher certification program, therefore, teacher candidates must attain high levels of achievement within their discipline(s). That is, they must demonstrate understanding of the major concepts, assumptions, processes of inquiry and ways of knowing central to their discipline(s). Moreover it is expected that candidates learn to interrogate this knowledge base as they critically engage power/knowledge relations that (re)produce social and educational inequalities. The goals of the program are:

- To develop teachers who understand that excellence in teaching begins with superior and critical knowledge of subject matter as the grounding for developing high standards of excellence and achievement for their K-12 students.
- To develop teachers who understand K-12 classrooms as microcosms of larger socio-cultural and economic contexts and, in turn, create classrooms as critical places where students are taught to pose essential questions about power, equality and inequality.
- To develop teachers who construct pedagogies that are grounded in the lives of students and their communities.
- To develop teacher who can create K-12 classrooms that are multicultural, antiracist and anti-bias.
- To develop teachers who create K-12 classrooms that are participatory and experiential, allowing students and teachers to engage in work that often lies outside the traditional boundaries of the “classroom.”

For further information about these goals we invite you to read the department’s Conceptual Framework.

The Education Department at Connecticut College is a member of the Consortium for Excellence in Teacher Education (CETE), along with Barnard, Bowdoin, Brandeis, Brown, Bryn Mawr, Dartmouth, Harvard, Middlebury, Mount Holyoke, Princeton, Smith, Swarthmore, the University of Pennsylvania, Vassar, Wellesley, Wheaton, and Yale. These 16 member institutions share a common commitment to a broad liberal arts education for those entering the teaching profession. Their teacher education graduates are characterized by breadth of study, a major in liberal arts discipline, and work in education that enables them to meet state certification in reciprocal states.

Teacher Certification Program

The teacher certification program at Connecticut College is designed for students who wish to become public school teachers. Our program has a reputation for producing excellent educators. Our goal is to prepare educators who see schooling as an opportunity to create a multiracial, multi-vocal democracy capable of addressing the serious social, economic and environmental issues in contemporary society. We are proud that our alumni teach in schools and educational settings throughout the world.

The teacher certification program is a highly competitive and rigorous program that offers certification in elementary education (Grades K-6) and secondary education (Grades 7-12). Students are eligible to apply *after* they have successfully completed Educational Foundations (EDU 223). To **apply** to either program students are required to complete an application, pass or waive PRAXIS I, obtain one letter of recommendation, and write a 500 word essay. Since more than half of Connecticut College students elect to study away, the teacher certification program is dedicated to allowing the structural flexibility for students to be certified and graduate within four years including study away. However, all candidates are encouraged to work closely with their educational advisers and the certification officer to plan the study away semester. *To provide ample time to complete the teacher certification and other programs, it is highly recommended that Educational Foundations (EDU 223) be taken in the spring of the freshmen year.*

One of the assets of the teacher certification program is our emphasis on the fieldwork experience. All courses in the Education Department include placement in one of our partnership schools (New London, Groton public schools) working with local elementary and/or secondary teachers and students. This experience gives teacher candidates the opportunity to study and explore issues and perspectives about education within the context of everyday classrooms.

While many of your questions will be answered as you browse our website and the relevant forms can be downloaded directly from this site, we invite you to contact Donna Graham at (860) 439-2630 or dlgra@conncoll.edu to setup an appointment with our Certification Officer.

Currently enrollment in the certification program is limited to undergraduate students at Connecticut College, graduates of Connecticut College, and employees or immediate family of Connecticut College employees. The program is accredited by the Connecticut State Department of Education <http://www.sde.ct.gov/sde/site/default.asp> and satisfies the requirements of many other states.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Educator Standards and Certification

PRAXIS I WAIVER CRITERIA

Options for waiver of the Praxis I Pre-Professional Skills Test (PPST) requirement are as follows:

| Test Name | Date Test Taken | Minimum Standards for an Academic Skills Assessment Waiver | | | | |
|-----------|--------------------------------|--|---------------------------------------|-------------------------|------------------------|-------------------|
| | | Combined Verbal/Math Score | Verbal/English/Critical Reading Score | Math/Quantitative Score | Analytic Writing Score | ESLAT/TOEFL Score |
| SAT | Prior to March 31, 1995 | 1000 | No less than 400 | No less than 400 | | |
| | On/After April 1, 1995 | 1100 | | | | |
| ACT | Prior to October, 1989 | | 20 | 17 | | |
| | On/After October, 1989 | | 22 | 19 | | |
| GRE | Prior to October 1, 2002 | 1000 | 450 | 500 | | |
| | On/After October 1, 2002 | 1000 | 450 | 500 | 4.5 | |
| | On/After August 1, 2011 | 297 | 150 | 144 | 4.5 | |
| PAA | | Equivalent to 1000 (refer to conversion table) | No less than 400 | No less than 400 | | 510 |

* Official SAT, ACT, GRE and PAA scores are those scores sent directly from the respective testing company.

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

From Admission to Certification Sample of the structure of the programs

Upon admission, candidates choose either the elementary or secondary program track. By completing the *planned program* with their advisor, candidates are able to plan courses in the education department that complement their major coursework, extra curricular activities, including internships such as CISLA or PICA, and study away. The following is an illustration of a typical sequence of Education and Human Development courses beginning with the fall semester of the sophomore year.

Elementary Program

Secondary Program

SOPHOMORE YEAR

Fall Semester

EDU 223 Foundations of Education
(All candidates)

HMD 111 Introduction to Human Development

HMD 225 Individual Differences in Development
EDU 103 Drugs and Alcohol Education
(All candidates)

Fall Semester

EDU 223 Foundations of Education
(All candidates)

HMD 307 Adolescent Dev

Once admitted, candidates can take the following courses:

Spring Semester

EDU 341 Literacy in Elementary School

Spring Semester

EDU 305 Curricular Theories and Design
EDU 225 Critical Approaches to Classroom
Assessment

Candidates are assessed throughout their coursework. Each education course, in addition to the content and pedagogic studies, has a complimentary field experience. Many candidates also become Holleran or CISLA fellows during their sophomore year. Both centers compliment work in the Education Department.

JUNIOR YEAR

Fall Semester

EDU 304 Math/Science
EDU 313 Children, Books and Literature

Fall Semester

Spring Semester

Study Away

Candidates may choose either semester to study away, however, by choosing the fall semester, candidates would be obligated to student teach in the spring semester of their senior year.

Spring Semester

Study Away

SENIOR YEAR

When possible, candidates may choose either semester for student teaching

Fall/Spring Semester

EDU 445 Student Teaching

EDU 450 Student Teaching Seminar in Critical Pedagogy
(All candidates)

Fall/Spring Semester

EDU 457 Student Teaching

During their senior year, candidates involved with the Holleran Center for Community Action (PICA interns) or with CISLA create a senior integrative project which compliments their certification studies.

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