

CREC Student Teaching and Internship Handbook

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Introduction

The Capitol Region Education Council (CREC) recognizes teachers, school social workers, school psychologists, and other human service professionals in training who need rich educational experiences to fully develop their skills. Therefore, to assist these individuals, CREC encourages its magnet schools and student services programs to utilize trainees in these fields when it is appropriate and safe. (See Appendix A for CREC's policy regarding student teachers.)

Process Overview

The first step for student teaching placement or internship in CREC magnet schools and programs to the Office of Teaching and Learning within the Division of Magnet Schools, is to complete one of the appropriate applications within Applicant Tracking here:

- [Student Teaching Placement in CREC School - 2020-2021 School Year](#)
- [School Counselor Internship Placement in CREC School - 2020-2021 School Year](#)
- [Social Work Internship Placement in CREC School - 2020-2021 School Year](#)
- [092 Administrator Internship Placement in CREC School - 2020-2021 School Year](#)

For student teaching applications, the placement coordinator will contact the school principal or program director for initial placement approval. Following administrator approval, potential cooperating teachers will be contacted. Once a potential placement is identified, the college or university will be notified. Student teacher candidates are then responsible for scheduling an interview with the cooperating teacher. All placements are considered pending until a pre-placement interview takes place (see Appendix B for sample interview questions).

Once appropriate interviews have taken place, the student teacher or intern is responsible for scheduling the pre-placement interview with the cooperating teacher or supervising professional. They must also complete the following paperwork (if they have not already done so):

1. [Online Placement Form, confirming the placement](#)
2. Waiver of Liability (Appendix C)
3. Fingerprinting and Background Check
4. Certificate of Good Health* (only for interns placed at the Polaris Outpatient Mental Health Clinic for Children & Families. See Appendix D)

Please Note:

Observation requests may be facilitated by the school directly. Any observer must follow the standard protocol set for school visitors/volunteers as well as complete the [online placement form](#). Refer to the Volunteer Handbook for a complete explanation of the process.

The application process for Social Work and School Counseling clinical internship placements also includes interviews with the CREC Schools Director of Pupil Services or CREC Schools College and Career Coordinator.

Fingerprinting and Background Checks

Connecticut State Statute requires any candidate in a preparation program leading to certification as a teacher, special service provider, etc. be fingerprinted and pass a criminal background check prior

to being placed in a school for clinical experiences. (*Public Act 09-01, Section 8*)

Each student teacher, intern, or volunteer must submit proper documentation of the above. This requirement must be met in order to be considered for active involvement in CREC schools. Effective December 1, 2019, the cost for the Department of Emergency Services and Public Protection to process a background check is \$50.00 (payable in cash or debit card). Students that need to begin the process of getting fingerprinted and obtaining the Connecticut History Record Information (CHRI) form, may schedule an appointment through [CREC Fingerprinting Services](#).

Student Teacher

Overview

CREC's magnet schools and special programs provide student teacher placement assignments that meet NCATE, state, and other appropriate Connecticut college, university, and program accreditation requirements.

CREC actively supports and encourages the student teacher placement program as a means to acquire knowledge, skills, and competencies that teachers need to ensure that students learn and perform at high levels.

Action Plan & Timeline

Timelines vary according to the program developed at the sending college or university. We encourage the cooperating teacher and student teacher to utilize the program guidelines to create a "Take-Over Plan." This plan will provide the student teacher with clear expectations and the time needed to prepare. We encourage student teachers to use the first two weeks of their placement to develop relationships with students and the classroom teacher. They should also become familiar with CREC's curriculum and the grade-level outcomes.

(Adapted from *Overview of the Cooperating Teacher Program*, Connecticut State Department of Education)

Student Teacher Expectations

The student teaching experience is a very important step in the process of developing and improving teaching skills. Therefore, CREC is committed to ensuring that each student teacher has a placement experience that will prepare them for a successful teaching career. All students are asked to work with their University/College Placement Coordinator to submit the above referenced application. Each student completing a student teacher placement with CREC will be rigorously assessed by the college or university's field supervisor and the CREC cooperating teacher. Each student teacher must adhere to the responsibilities as outlined by his or her educator preparation institution and that of the cooperating teacher and CREC.

CREC's expectations for student teachers include:

- adherence to the Code of Professional Responsibility for Teachers (Sec. 10-145d-400a) of the state regulations (see Appendix E)
- adherence to school schedules or to the schedule of previously-arranged student teaching, arriving on time and staying through the required time period; includes staying for conferences, staff development activities or faculty meetings with the cooperating teacher

- dressing professionally
- conforming to school expectations for teachers, becoming familiar with the Danielson Framework
- preparing daily lesson plans detailing specific objectives, instructional strategies and evaluation procedures
- preparing units of study or working within units already in progress
- observing other teachers' classes besides that of the cooperating teacher
- becoming familiar with the school library and outside sources for curricular materials
- participating actively in conferences with the cooperating teacher and university supervisors
- assessing student learning
- becoming familiar with state and district assessments
- participating in school-wide activities, e.g., curriculum development, professional development committee, etc.
- employing culturally responsive practices

Additionally, all state and CREC guidelines for confidentiality must be strictly adhered to. No discussion of academic, social, emotional or other information is to be shared with any teacher not directly involved with the student's current program of service. Any violation of confidentiality for any student could result in the termination of the placement.

Student teachers are considered to be mandated reporters under State of Connecticut law during the placement and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. *Any suspected abuse must be reported immediately to the classroom teacher or supervisor.*

Cooperating Teacher Expectations

The supervision, guidance, and feedback provided by the cooperating teacher are critical to the success of the student teaching placement. All CREC teachers must meet strict performance criteria that are measured through written annual reviews. CREC teachers receive on-going professional development and guidance to ensure best practices, and are monitored to ensure that they adhere to the Code of Ethics and are state credentialed.

While the following list is not exhaustive and may vary depending on specific circumstances, it seeks to illustrate the role that cooperating teachers play in relation to student teachers:

Professional and Procedural Support

- interviewing the student teacher before student teaching assignment begins
- acting as a role model for the student teacher by continually promoting professionalism through discussion of career responsibilities and professional development opportunities
- encouraging and guiding growth
- facilitating introductions to other faculty and school staff
- acclimating the student teacher to the school setting, policies, and procedures
- delineating student teacher responsibilities, e.g., attending meetings, hours of attendance
- informing the student teacher of all school policies and rules concerning classroom management and discipline
- providing access to texts, curriculum guides, and classroom or school materials and resources
- discussing expectations for phasing-in student teacher to accept more classroom responsibilities

Instructional Support

- ensuring that the student teacher understands and uses local, state, or national curriculum standards to support planning of instruction
- sharing student learning background data
- reviewing and discussing lesson plans on a continual basis
- monitoring the student teacher's use of textbooks, workbooks and homework assignments
- discussing relationship of content decisions, teacher methods and student learning
- conferring on the student teacher's instructional plans
- conducting observations of student teacher instructions
- conducting post-observation conferences
- helping student teacher become more reflective about his or her practices and to self-evaluate
- providing evaluative data to the university supervisor about the student teacher's progress in meeting competencies

(Adapted from *Overview of the Cooperating Teacher Program*, Connecticut State Department of Education)

Social Work/ Psychology/ School Counselor Internship

Student Intern Expectations

Each student completing a social work, psychology, or school counsel internship at CREC will be rigorously assessed by the college or university's field supervisor and the CREC supervising clinician.

CREC's expectations for interns include:

- strict adherence to the established work schedule including: arrival and departure times, meeting with students, and attendance at meetings
- commitment to at least ten hours of on site internship service per week
- open, honest and appropriate conversation with all parties
- neat, professional dress
- completion of all assigned tasks in a timely and a quality manner
 - demonstrated ability to respond to constructive feedback
 - adherence to the Professional Code of Ethics (as appropriate by discipline) including confidentiality
 - demonstrated ability to create and share written work regarding students as appropriate
 - effective management of time, resources, and materials
 - demonstrated ability to research, implement, and assess various intervention strategies with students
 - completion of process notes that demonstrate good critical thinking skills based on solid clinical research
 - maintenance of a weekly journal for processing and clinical guidance
 - ability to make rapid analytical decisions that are legal and ethical for students
 - demonstrated ability to provide helpful and relevant assistance to parents and teachers in order to promote social, emotional, and behavioral growth for students

- generalized ability to develop and maintain effective working relationships with a variety of adults and students
- development, implementation, and completion of mandated projects as dictated through the student's course of study
- maintenance of notes on student sessions as directed by the social worker
- development of individual, professional written goals and objectives for the internship.
- knowledge of developmental counseling as relevant
- knowledge of student scheduling as appropriate

Additionally, all state and CREC guidelines for confidentiality must be strictly adhered to. No discussion of academic, social, emotional or other information is to be shared with any individual not directly involved with the student's current program of service. Any violation of confidentiality for any student could result in the termination of the placement.

Interns are considered to be mandated reporters under State of Connecticut law during the placement and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. *Any suspected abuse must be reported immediately to the classroom teacher or supervisor.*

CREC Supervisor Expectations

The supervision, guidance, and feedback interns receive from the on-site school social worker, psychologist, or school counselor are critical to the success of the internship. All clinicians/counselors employed by CREC continuously meet strict performance criteria measured through written annual reviews, receive on-going professional development and guidance to ensure best practice, are monitored to ensure that they adhere to the Code of Ethics, and are State credentialed.

While the following list is not exhaustive and may vary depending on specific circumstances, it seeks to illustrate the role that supervisors play in relation to interns:

- developing a work schedule that is reasonable and fulfills academic requirements
- providing a thorough orientation to the school, students, staff, CREC and political landscape of the moment
- ensuring an understanding of the Connecticut requirements for school social workers, psychologists, or school counselors
- engaging with the intern in the learning process
- sharing professional practice, knowledge, values, and skills
- modeling the NASW Code of Ethics
- providing ongoing feedback, direction and clinical guidance in weekly supervisory sessions
- reviewing all written material produced by the intern as appropriate
- collaborating with the college/university to develop, implement and evaluate the field experience
- assisting with the development of professional goals and objectives for the internship and beyond
- verifying the intern's time spent in the school
- alerting the field liaison immediately regarding: unexplained absences, unprofessional or unethical conduct or any other concerns deemed appropriate
- providing an assessment of skills to the college or university

English Learner (EL) Internship

EL Student Intern Expectations

Each student completing an EL internship with CREC will be rigorously assessed by the college or university's field supervisor and the CREC EL Specialists. CREC's expectations for EL interns include:

- strict adherence to the established work schedule including: arrival and departure times, meetings with students and attendance at meetings
- commitment to at least 12 hours of internship service per week
- open, honest, and appropriate conversation with all parties
- neat, professional dress
- completion of all assigned tasks in a timely and quality manner
- respond to constructive feedback in a professional and appropriate manner
- create and share written work regarding students as appropriate
- effective management of time, resources, and materials
- provide helpful and relevant assistance to parents and teachers in order to promote social and academic growth for students
- development and maintenance of effective working relationships with a variety of adults and students
- development, implementation and completion of mandated projects as dictated through the student's course of study
- development of individual, professional written goals and objectives for the internship

Additionally, all state and CREC guidelines for confidentiality must be strictly adhered to. No discussion of academic, social, emotional or other information is to be shared with any teacher not directly involved with the student's current program of service. Any violation of confidentiality for any student could result in the termination of the placement.

Interns are considered to be mandated reporters under State of Connecticut law during the placement and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. *Any suspected abuse must be reported immediately to the classroom teacher or supervisor.*

Supervising EL Teacher Expectations

The supervision, guidance, and feedback interns receive from the cooperating teacher are critical to the success of the internship. All EL staff employed by CREC continuously meet strict performance criteria that are measured through written annual reviews. They receive on-going professional development and guidance to ensure best practices, and are monitored to ensure that they adhere to the Code of Ethics and are State credentialed.

While the following list is not exhaustive and may vary depending on specific circumstances, it seeks to illustrate the role that cooperating teachers play in relation to interns:

- developing a work schedule that is reasonable and fulfills academic requirements
- providing a thorough orientation to the school, students, staff, CREC and political landscape of the moment
- ensuring an understanding of the Connecticut requirements for ELL teachers
- engaging with the intern in the learning process
- sharing professional practice, knowledge, values, and skills

- adherence to the Code of Professional Responsibility for Teachers (Sec. 10-145d-400a) of the state regulations (see Appendix E)
- providing ongoing feedback, direction and clinical guidance in weekly supervisory sessions
- reviewing all written material produced by the intern as appropriate
- collaborating with the college/university to develop, implement and evaluate the field experience
- assisting with the development of professional goals and objectives for the internship and beyond
- verifying the intern's time spent in the school
- alerting the field liaison immediately regarding: unexplained absences, unprofessional or unethical conduct or any other concerns deemed appropriate
- providing an assessment of skills to the college or university

Procedures to be Used When Problems Arise

Teacher Candidate/Intern

If there is a problem during the field experience, the following steps should be followed:

1. Sit down with the cooperating teacher/supervisor and calmly share the problem. Then, listen carefully and quietly to the cooperating teacher's response. Experience shows that using good communication will usually solve the problem.
2. Meet with the field supervisor and follow the same communication procedures as above.

Cooperating Teacher/ Supervisor

Meet with the student teacher/intern in a private setting and carefully review the problem or concern. Allow them the opportunity to express his or her perceptions. If there is no significant change, provide the student teacher/intern with the concerns in writing. If this still does not provide a solution, contact the field supervisor and set up a meeting. If this meeting does not produce the desired results, contact the Director of Field Placement at the college/ university and the building administrator.

School/Program Administrator

Provide the pre-service professional with a verbal explanation of the concerns. If this does not produce a reasonable improvement, contact the Director of Field Placement with the expectation that a Professional Improvement Plan will be developed. The plan should specify exact behaviors that the student teacher/intern needs to do, or not do, in order to remain in the assignment. Also, notify the District Placement Coordinator and District TEAM Facilitator.

APPENDICES

Appendix A

POLICY 1213

Community Relations

Student Teachers and Social Work/Psychology Interns

CREC Recognizes its role in the provision of rich educational experiences necessary to foster the development of future teachers, school social workers and school psychologists. To that end, the CREC Council encourages magnet schools and programs to utilize these individuals wherever and whenever appropriate while ensuring the safety and well-being of our students.

CREC Magnet Schools and Programs will:

- Screen all applicants for these assignments to ensure that no person registered as a sex offender works with our students.
- Require that all applicants state whether they have ever been convicted of a crime; or have criminal charges pending against them, and, if so, state the charges and the court where they are pending. Applicants whose convictions were vacated are not required to report their initial convictions.
- Require all applicants to complete a CREC fingerprint screen and submit to state and national criminal history checks.
- Require all applicants to submit to a DCF child abuse and neglect registry check
- Verify that the college/university sponsoring the individual is valid and approves of the placement.
- Provide appropriate supervision, ongoing communication with the sponsoring college/university and appropriate learning opportunities for all interns.
- Ensure that all complete an Information and Waiver of Liability Form.
- Ensure that all receive a copy of the Guidelines developed by each school/program.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting.
Termination or dismissal, as amended by P.A. 19-91

29-17a Criminal history checks. Procedure. Fees.

Policy Adopted: May 18, 2005
Revised: November 20, 2019

CAPITOL REGION EDUCATION COUNCIL
Hartford, Connecticut

Appendix B

Possible Interview Questions for Student Teachers

These questions are to be used as a guide to interview your potential student teachers. The purpose of the interview is to determine if the student teacher will be a fit for you and your classroom.

1. One of CREC's core values is *demand equity*. Talk about your experiences with social justice and working with diverse populations.
2. Students in CREC schools come from many different districts. Talk about what that means to you as a beginning teacher. What are the benefits of our magnet schools? What might be some challenges?
3. Talk about something you are passionate about in education.
4. What does your ideal classroom look like? What would the students be doing? What would be the role of the teacher? What would it "feel" like? How would it look? What will it sound like?
5. What is one area you would like to work on as a student teacher?
6. What are some qualities of a teacher you admire?
7. Talk about your level of comfort with technology in the classroom. What is something innovative you would like to do in the classroom during your student teacher experience?
8. Talk about how you organize yourself. What do you do to stay organized in your coursework? How will you balance your coursework, student teacher, and extracurricular activities?
9. What are three adjectives to describe yourself?
10. What are you looking forward to the most in student teaching?

Appendix C

Waiver of Liability Form

CREC does not provide liability insurance coverage to non-district personnel serving as volunteers. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by CREC and to document the volunteer's acknowledgement that they are providing volunteer services at their own risk.

(However, C.G.S. 10-235 provides that the district must indemnify and hold harmless volunteers from civil liability in most situations as long as the volunteer is approved by CREC to carry out a duty prescribed by the CREC Council and performs services under the direction of a CREC supervisor. Therefore, the district must pay any damages awarded to a plaintiff in an action brought alleging negligence or other act resulting in injury, including infringement of that person's civil rights.)

By signing this document: You acknowledge that CREC does not provide insurance coverage to the volunteer for any loss, injuries, illness, or death resulting from the volunteer's unpaid service to the school district.

Date

Signature of Volunteer

Printed Name of Volunteer

Once you have signed and dated this form, provide to host CREC school main office. School office is then responsible for emailing a copy of the completed waiver to the District Placement Coordinator, Meredith Oliveira at moliveira@crec.org.

Appendix D

Polaris Outpatient Mental Health Clinic for Children & Families Certification of Good Health

Purpose: Once an applicant has accepted a student teaching or internship offer, this form must be completed by a licensed healthcare provider documenting good health prior to placement. This certifies that the applicant is in good mental and physical health as required by licensing regulations 17-48-64 of the Connecticut Department of Children and Families.

This is to certify that _____

is in good mental and physical health as required by licensing regulations 17-48-64 of the Connecticut Department of Children and Families.

Tuberculosis Test (Tine Test or X-Ray) Positive: _____ Negative: _____

Given this _____ day of _____ 20 _____

Signature of Licensed Healthcare Provider		
Print Name		
Address		
City	State	Zip Code
License Number/Expiration Date		

Appendix E

Connecticut State Department of Education Connecticut Code of Professional Responsibility for Teachers

<https://portal.ct.gov/SDE/Certification/Connecticut-Code-of-Professional-Responsibility-for-Teachers>

Overview

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 rescribed 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](#)
- [Connecticut Common Core of Teaching](#)
- [NCATE](#)