

# CREC

## Student Teacher and Internship Placement Handbook

**Human Resources Department  
111 Charter Oak Avenue  
Hartford, CT 06106  
[www.crec.org/jobs](http://www.crec.org/jobs)**

# Table of Contents

PART ONE - INTRODUCTION	1
<u>Overview</u>	
<u>Placement Requests</u>	
<u>Background Checks</u>	
<u>Placement Approval</u>	2
PART TWO - STUDENT TEACHER	3
<u>Overview</u>	
<u>Student Teacher Expectations</u>	
<u>Cooperating Teacher Expectations</u>	
PART THREE - SOCIAL WORK/ PSYCHOLOGY/ GUIDANCE COUNSELOR	6
<u>Overview</u>	
<u>Intern Expectations</u>	
<u>Action Plan &amp; Timeline -Undergraduate</u>	
<u>Action Plan &amp; Timeline - Graduate</u>	
<u>Supervising Social Worker/ Counselor/ Psychologist Expectations</u>	
PART FOUR - ENGLISH LANGUAGE LEARNER (ELL) INTERNSHIP GUIDELINES	11
<u>Overview</u>	
<u>Internship Expectations</u>	
<u>Action Plan &amp; Timeline - Graduate</u>	
<u>Supervising Teacher Expectations</u>	
PROCEDURES TO BE USED WHEN PROBLEMS ARISE	
FORMS	25
<u>CREC Student Teacher/ Intern Registration Form</u>	28
<u>Waiver of Liability Form</u>	29
<u>Certificate of Good Health</u>	34
APPENDICES	
<u>CREC Student Teacher/Intern Policy</u>	21
<u>Connecticut Code of Professional Responsibility for Teachers,     School Psychologists and School Social Workers</u>	

## **PART ONE - INTRODUCTION**

The Capitol Region Education Council (CREC) recognizes teachers, school social workers, school psychologists, and other human service professionals in training 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.

The Human Resources Department develops and monitors requirements and policies in support of the student teacher, intern or volunteer experience within CREC.

### **Placement Requests and Approval**

All requests for placement in CREC magnet schools and programs should be submitted to the Human Resources Department. Human Resources will contact the school principal or program director for initial placement approval. Human Resources will then notify the sending college or university of the outcome.

Student teacher or intern is responsible for scheduling the pre-placement interview with the cooperating teacher or supervising professional. They must also return the following documentation to Human Resources (if they have not already done so):

- a. Registration
- b. Waiver of Liability
- c. Certificate of Good Health (*Polaris and River Street Programs only*)

### **Fingerprinting and Background Checks**

Connecticut State Statue requires any candidate in a preparation program leading to certification as a teacher, special service, 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*)

Therefore, each student teacher, intern or volunteer must send proper documentation of the above requirements to the CREC Human Resources Department. Proper documentation includes a copy of the fingerprinting and criminal background investigation results and a signed application form (see Attachment B). All of these requirements must be met in order to be considered for active involvement in CREC schools.

To schedule an appointment: **Email the fingerprinting coordinator at [fingerprinting@crec.org](mailto:fingerprinting@crec.org).** For additional information, please contact the Human Resources Department at (860) 509-3618.

## **PART TWO - 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. The Common Core of Teaching (CCT), adopted in 1999 by the Connecticut State Board of Education, is the standard utilized to determine teacher competency.

The CCT includes:

- a. foundational skills and competencies that are common to all teachers
- b. discipline-based professional standards that represent the knowledge, skills, and competencies that are unique for teachers of elementary education, English language arts, history/social studies, mathematics, music, physical education, science, special education, visual arts and world languages

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. 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. Performance on the following set of expectations will significantly affect your overall grade.

Expectations include:

- adherence to the Code of Professional Responsibility for Teachers (Sec. 10-145d-400a) of the state regulations (see Appendix)
- 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 Common Core of Teaching, and Common Core of Learning
- 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 CMT and/or CAPT assessments
- participating in school-wide activities, e.g., curriculum development, professional development committee, etc.
- becoming a culturally knowledgeable adult

"We are what we repeatedly do. Excellence, then, is not an act,  
but a habit."  
- Aristotle

Each student teacher must adhere to the responsibilities as outlined by his/her educator preparation institution and that of the cooperating teacher and CREC. Student teachers should refer to their institution's Student Teaching Handbook for a detailed listing of responsibilities. To obtain a copy of the student teacher handbook, contact the Student Teacher Placement Director at the teacher preparation institution.

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

**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 internship.**

**Please be aware that you are considered to be a mandated reporter under State of Connecticut law during your student teacher placement and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. *Any suspected abuse should be reported immediately to the classroom teacher or supervisor.***

### **Cooperating Teacher Expectations**

The supervision, guidance, and feedback you will receive from your cooperating teacher are critical to the success of your student teacher placement. All CREC teachers must meet strict performance criteria that are measured through written annual reviews. CREC instructors 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. Through these mechanisms you may be assured that you will receive the highest caliber supervision possible.

The mediocre teacher tells.  
The good teacher explains.  
The superior teacher demonstrates.  
The great teacher inspires.  
— William Butler Yeats, 1933

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)

## **PART THREE –**

### **SOCIAL WORK/ PSYCHOLOGY/ GUIDANCE COUNSELOR INTERNSHIP**

Through participation in this program, students will:

- gain exposure to the many facets of school social work, psychology, or guidance counseling including:
  - paperwork requirements
  - student assessment
  - report writing
  - direct intervention with students
  - working with parents
  - collaboration with school staff
  - behavior management
  - contact with community providers
  - preparation and participation in team-based, student focused meetings
- better understand the developmental stages of children
- gain an understanding of special education law
- hone necessary clinical skills
- become more culturally competent adults
- engage in the promotion of human rights and social justice.

#### **Student Intern Expectations**

Each student completing a social work, psychology, or guidance counselor internship at CREC will be rigorously assessed by the college or university's field supervisor and the CREC supervising clinician. Performance on the following set expectations will significantly affect your overall grade. Expectations 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 guidance as relevant
- knowledge of student scheduling as appropriate.

**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 staff member 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 internship.**

***Please be aware that you are considered to be a mandated reporter under CT state law during your internship/placement in our program and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. Any suspected abuse and/or neglect must be reported to the classroom teacher or supervising clinician.***

### Action Plan and Timeline: Undergraduate or Practicum

The following tasks and assignments, as well as the corresponding timeline, will be the guide for all undergraduate social worker, psychology interns. We believe that this plan ensures the most effective and appropriate delivery of services to students and provides the richest educational opportunity for interns.

<b><u>Task</u></b>	<b><u>Timeline for Completion</u></b>
<b>Completion of student files review</b>	<b>End of week 2</b>
<b>Observations of group &amp; individual student sessions</b>	<b>First 4 weeks</b>
<b>Completion of sample process recordings from observed sessions</b>	<b>First 4 weeks</b>
<b>Co-facilitation of groups</b>	<b>Beginning of week 5</b>
<b>Attendance at student-based, team meetings</b>	<b>Beginning week 5</b>
<b>Facilitation of groups &amp; individual sessions with observation by social worker/ clinician</b>	<b>Week 8</b>

*You can teach a student a lesson in a day; but if you can teach him to learn how to learn, he will continue the journey himself as well as his lives.*

*- Clay P. Bedford*

**Graduate Level  
Social Work/ Psychology Intern  
Action Plan & Timeline**

The following tasks and assignments, as well as the corresponding timeline, will be the guide for all graduate social work/ psychology interns. We believe that this plan ensures the most effective and appropriate delivery of services to students, while providing the richest educational opportunity for interns.

<u><b>Task</b></u>	<u><b>Timeline for Completions</b></u>
<b>Attendance at student-based, team meetings</b>	<b>Beginning week 1</b>
<b>Completion of student files review</b>	<b>End of week 1</b>
<b>Observations of group &amp; individual student sessions</b>	<b>First 4 weeks</b>
<b>Completion of sample process recordings from observed sessions</b>	<b>First 4 weeks</b>
<b>Co-facilitation of groups</b>	<b>Beginning of week 5</b>
<b>Development of approved activities for group sessions</b>	<b>End of week 7</b>
<b>Facilitation of groups and individual sessions with observation by CREC supervisor</b>	<b>Beginning of week 8</b>
<b>Assignment of one individual student for purposes of Case Management training</b>	<b>Beginning week 9</b>
<b>Independent facilitation of groups or individual student sessions</b>	<b>Beginning week 12</b>
<b>Preparation and presentation of student reports at PPT/ 504 or other student based meetings</b>	<b>Beginning week 12</b>

## CREC Supervisor Expectations

Critical to the success of your internship is the supervision, guidance, and feedback you will receive from the on-site school social worker, psychologist, or guidance counselor. 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 typically State credentialed. Through these mechanisms you may be assured that you will receive the highest caliber supervision possible. You should expect that your supervising school social worker, psychologist, or guidance counselor will:

- work with you to develop a work schedule that is reasonable and fulfills your academic requirements
- provide you with a thorough orientation to the school, students, staff, CREC and political landscape of the moment
- ensure that you understand the Connecticut requirements for school social workers, psychologists, or guidance counselors
- engage with you in the learning process
- share professional practice, knowledge, values, and skills
- model the Code of Ethics (See Appendix)
- provide ongoing feedback, direction and clinical guidance in weekly supervisory sessions
- review all written material you produce as appropriate
- collaborate with your college/university to develop, implement and evaluate your field experience
- assist you with the development of professional goals and objectives for the internship and beyond
- verify the time spent in the school
- alert your field liaison immediately regarding: unexplained absences, unprofessional or unethical conduct or any other concerns deemed appropriate
- provide an assessment of your skills to your college or university

## **PART FOUR - ENGLISH LANGUAGE LEARNER (ELL) INTERNSHIP GUIDELINES**

CREC has developed an intern component of The English Language Learners (ELL) Program to assist students in reaching their maximum potential. This program is available to students attending college and universities in the CREC region.

Thorough participation in this program, students will:

- gain exposure to the many facets of the ELL program including:
  - paperwork requirements
  - student assessment
  - report writing
  - direct instruction
  - working with parents
  - collaboration with school staff
  - behavior management
  - preparation and participation in team-based meetings
- develop an understanding of the developmental stages of children grades K-12
- develop an understanding of second language acquisition stages of children grades K-12
- gain an understanding of the No Child Left Behind laws, as well as, state laws regarding ELL students
- gain an understanding of modifications used for CMT/CAPT tests for ELL students
- become more culturally knowledgeable adults

### **ELL Student Intern Expectations**

Each student completing an ELL internship with CREC will be rigorously assessed by the college or university's field supervisor and the CREC ELL Coordinator. Performance on the following set of expectations will significantly affect your overall grade. Expectations 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

**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 internship.**

**Please be aware that you are considered to be a mandated reporter under State of Connecticut law during your internship in the ELL program and are subject to all the guidelines regarding reporting suspected child abuse and/or neglect. *Any suspected abuse should be reported immediately to the classroom teacher or supervisor.***

**Action Plan and Timeline****ELL Intern****Graduate Level**

The following tasks and assignments, as well as the corresponding timeline, will be the guide for all graduate ELL interns. We believe that this plan ensures the most effective and appropriate delivery of services to students and provides the richest educational opportunity for ELL interns.

<b><u>Task</u></b>	<b><u>Timeline for Completion</u></b>
<b>Setting of goals and objectives</b>	<b>End of week 1</b>
<b>Review student files</b>	<b>End of week 2</b>
<b>Observation of group &amp; individual student sessions</b>	<b>End of week 3</b>
<b>Collection of curriculum maps</b>	<b>End of week 4</b>
<b>Co-facilitation of groups</b>	<b>End of week 5</b>
<b>Development of thematic units 1 &amp; 2 lower elementary level</b>	<b>End of week 6</b>
<b>Supervised teaching of thematic units 1 or 2</b>	<b>End of week 8</b>
<b>Development of thematic units 3 &amp; 4 upper elementary level</b>	<b>End of week 10</b>
<b>Supervised teaching of thematic unit 3 or 4</b>	<b>End of week 12</b>
<b>Reflective paper on experiential learning</b>	<b>End of week 12</b>

## Supervising ELL Teacher Expectations

The supervision, guidance, and feedback you will receive from the on-site school ELL coordinator are critical to the success of your internship. All ELL 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. Through these mechanisms you may be assured that you will receive the highest caliber supervision possible. You should expect that the ELL coordinator will:

- work with you to develop a work schedule that is reasonable and fulfills our academic requirements
- provide you with a thorough orientation to the school, students, staff, and CREC
- ensure that you understand the CT requirements for ELL teachers
- engage with you in the learning process
- share professional practice, knowledge, values, and skills
- model the Code of Ethics
- provide ongoing feedback, direction, and guidance in bi-weekly supervisory sessions
- review all material you produce as appropriate
- collaborate with your school to develop, implement, and evaluate your field experience
- assist you in the development of professional goals and objectives for the internship and beyond
- verify the time spent in the school
- alert your field liaison immediately regarding: unexplained absences, unprofessional or unethical conduct, or any other concerns deemed appropriate
- provide an assessment of your skills to your college or university

*We all need someone who inspires us to do better than we know how.*  
- Anonymous



## PROCEDURES TO BE USED WHEN PROBLEMS ARISE

**Teacher Candidate: Intern:** If there is a problem during your field experience, the following steps should be followed.

- A. Sit down with your cooperating teacher, supervisor and calmly share what you see as the problem. Then, listen carefully and quietly to the cooperating teacher's response. Experience shows that using good communication will usually solve the problem.
- B. Meet with the field supervisor and follow the same communication procedures as above.

If neither "A" or "B" prove successful, you should contact the Director of Field Placement as (406) 994-6277.

**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 your 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, be sure to notify Human Resources at 509-3618. We're here to help.

*A teacher effects eternity; he can never tell where his influence stops. – Henry Adams*

## **APPENDICES**

## Community Relations

### Student Teachers, Social Work or 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
- request that all submit to a criminal background investigation if the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent
- ensure that all applicants complete a CREC fingerprinting screen
- verify that the college or university sponsoring the individual is valid and approves of the placement
- provide appropriate supervision, ongoing communication with the sponsoring college or 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 or program

Policy Approved: May 18, 2005

CAPITOL REGION EDUCATION COUNCIL  
Hartford, Connecticut

# 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
- (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
- (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
- (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
- (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
- (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
- (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
- 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).

