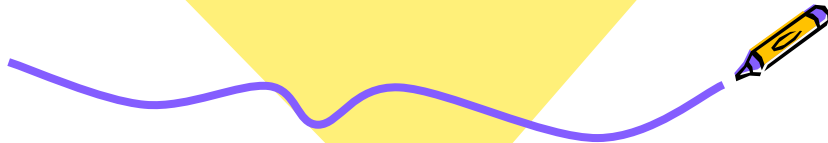




**Integrated Bachelor's/Master's (IB/M)  
Teacher Preparation Program**



**Welcome, Juniors!**



**Dr. Michael Alfano  
Executive Director of Teacher  
Preparation Programs  
486-1903  
[michael.alfano@uconn.edu](mailto:michael.alfano@uconn.edu)**



## Welcome from the Deans of the Neag School of Education



Dean Tom DeFranco



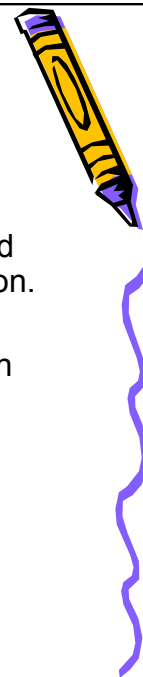
Associate Dean  
Marijke Kehrhahn



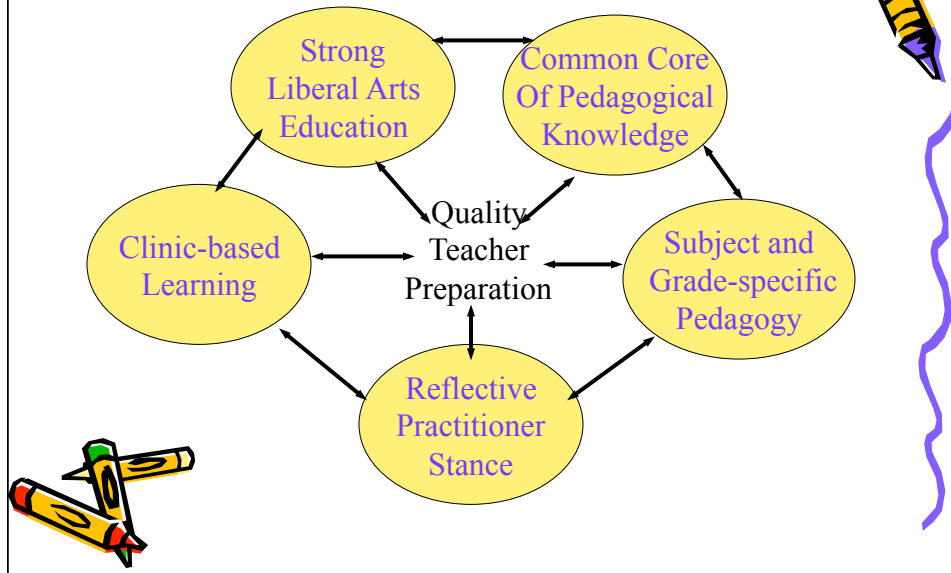
## IB/M Teacher Preparation Program

A National Leader in Teacher Preparation:

- Our faculty members are dedicated and talented scholars and researchers in the field of education.
- We believe we can make a positive difference in schools and in the lives of children and young people.
- We are dedicated and committed to your continuing success as professional educators.



Our program is built upon evidence-based principles that have proven most effective in preparing teachers.



## Professional Development Centers (PDCs)

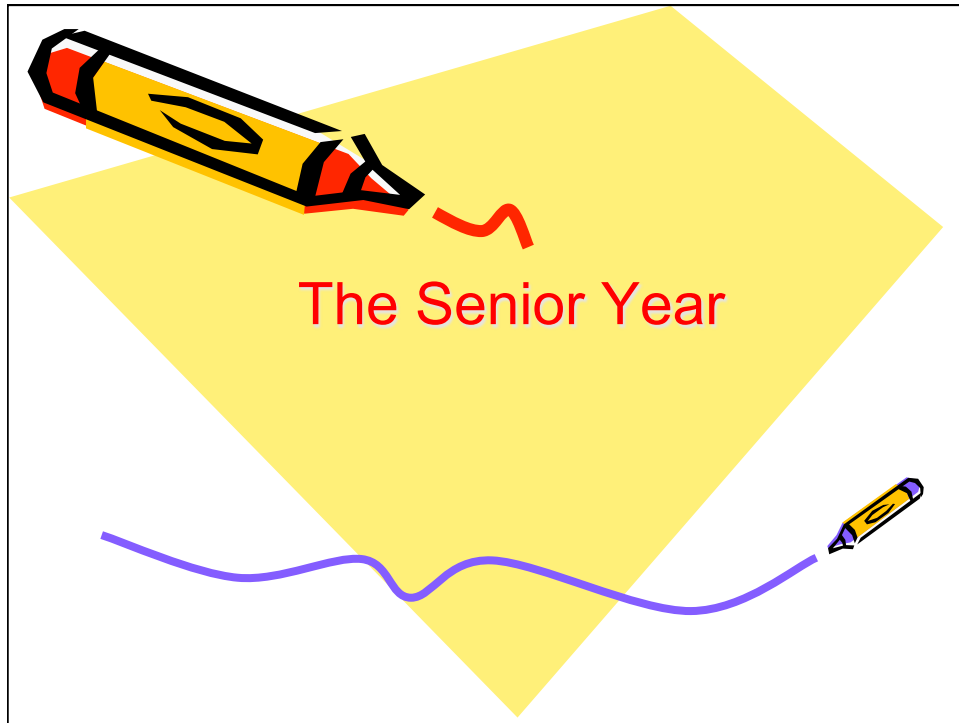
- We have partnered with 30 elementary, middle, and high schools across seven public school districts.
- This includes four urban centers (East Hartford, Hartford, Manchester, and Windham) and three suburban centers (Glastonbury, Mansfield, and Willington).
- This model is built upon a philosophy of simultaneous renewal that seeks to benefit all stakeholders.



## **Focus: Student as Learner**

- *Core* courses help you better understand the various ways in which students learn.
- *Subject area* courses help you garner rich knowledge of the content you will teach.
- *Clinic* assignments allow you to engage with teachers and students one day each week in a variety of classroom settings.
- *Seminars* allow you to reflect upon connections (and disconnections) between what you learn in your courses and witness in schools.

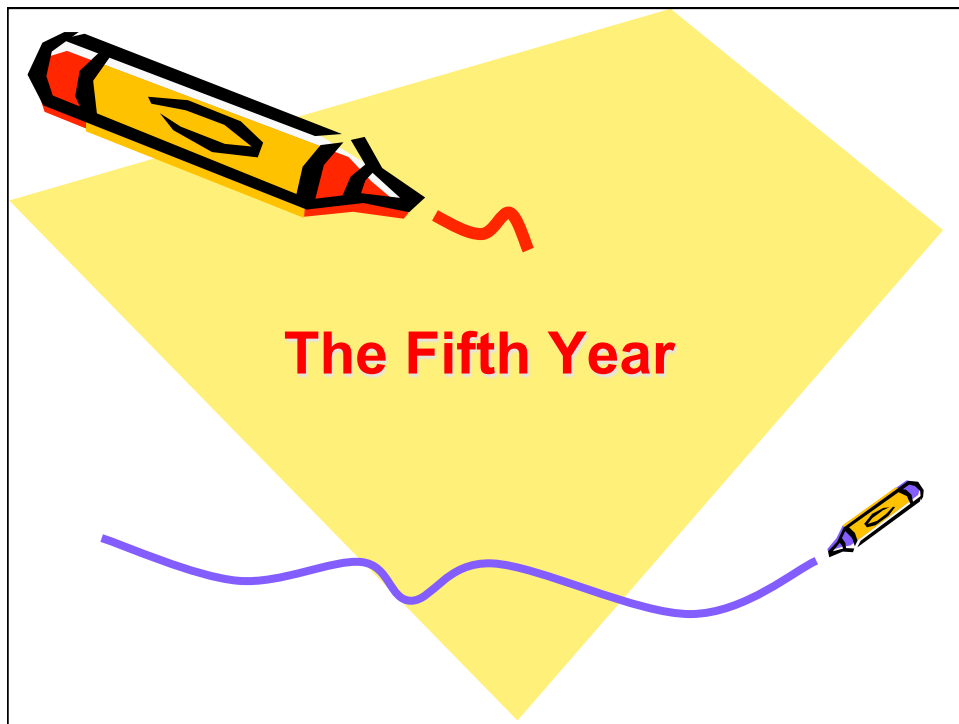




## Focus: Student as Teacher

- Core courses help you learn and practice various methods of teaching.
- *Clinic* experiences provide specialized experiences in your content area:
  - Fall: Six hours per week in a PDC school in your certification area
  - Spring: Full-time student teaching
- *Seminar* courses continue to draw parallels and expose disconnects between course learning and school experiences.





## Focus: Teacher as Leader

- This year signals a significant shift in the level of responsibility and autonomy assumed by IB/M students.
- *Core* courses are taken at the Graduate-level.
- *Clinic* takes the form of an internship.
- *Seminar* focuses on teacher research and results in the completion and public sharing of an Inquiry Project.





**The Junior Year,  
in Greater Detail**



**Dr. Robin Hands  
Director of School-  
University Partnerships  
486-0212  
[robin.hands@uconn.edu](mailto:robin.hands@uconn.edu)**

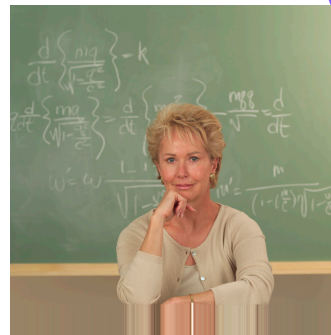
## Junior Year Clinic Placements

- Each semester, you will spend one day each week in a PDC school.
- You will witness a variety of school settings:
  - Two different school sites
  - Out of certification area classroom
  - Special Education classroom
  - Urban and Suburban communities
- You will observe and actively contribute to the work of the teacher and classroom community.



## Clinic Teachers...

- Work with you to schedule and structure your time in the clinic setting to provide a rich and useful range of experiences.
- Serve as resource people.
- Communicate and collaborate with UConn staff and faculty to make sure placements are appropriate and productive.
- Communicate regularly and informally with you about expectations and their evaluation of your performance.
- Provide you with formal feedback (mid-term and final evaluation).



## What Works?

Engage in these behaviors to develop a good working relationship with your clinic teacher:



- Communicate
- Discuss roles and responsibilities
- Be helpful
- Be professional
- Appreciate



Ann Traynor  
Director, Academic Advisory Center  
486-1354

[ann.traynor@uconn.edu](mailto:ann.traynor@uconn.edu)



## Junior Year Plans of Study

### **Preliminary Plans of Study are due November 1.**

You will be supported in the completion of these plans through:

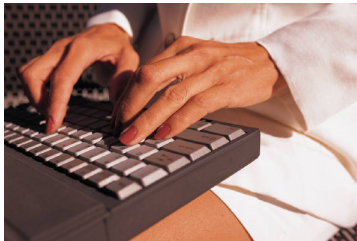
- \*Advisement sessions with Ann
- \*Individual or group meetings with content area advisors



## Requirements: Online Modules

\*\*Two online modules are required for program completion and teacher certification (Substance Abuse and HIV/AIDS).

\*\*You can locate the courses on your HuskyCT homepage. You may complete them at any time during the program, but earlier is better.



## Requirements: Professional Teaching Portfolio

- Over the course of three years, you will compile a portfolio documenting your growth as an educator. This will ultimately serve as the comprehensive exam required for the MA degree.
- Your content advisor and seminar leaders will share the specifics regarding what the portfolio might include.
- In the last semester of the program, you will make individual appointments with your content advisor to discuss and evaluate the portfolio.



## Requirements: TaskStream Portfolio

- You will also build an e-portfolio archived within an online data repository and teacher tools site.
- Artifacts and examples of your work will provide assessment data necessary to monitor and improve the program.
- You will need to purchase a three-year subscription to TaskStream this week.



## Requirements: Technology

- Personal laptops
- Clickers
- Software purchases for classes
- If you have any questions regarding these required technologies, please contact Lisa Rasicot ([lisa.rasicot@uconn.edu](mailto:lisa.rasicot@uconn.edu)).



Noemi Maldonado  
Outreach and Recruitment Advisor  
486-8901  
[noemi.maldonado@uconn.edu](mailto:noemi.maldonado@uconn.edu)



## Resources: Professional Opportunities

- Teacher Education Student Association (TESA)
- Neag Peer Mentors Program



## Resources: Essential Information

- NSOE Website: [www.education.uconn.edu](http://www.education.uconn.edu)
- Junior listserv: <http://listserv.uconn.edu>



## IB/M Program Continuation Policy

Continuation in the program is based on continued acceptable performance, defined by:

- Grades of B- or better in education courses;
- GPA of 3.0 or higher in education and subject area major courses;
- Cumulative GPA of 3.0 or higher;
- Completion of all incomplete grades within the time frame allotted by the university;
- Completion of program requirements according to the plan of study;
- Adherence to the UConn Student Code of Conduct;
- Successful work with students in school settings;
- Adherence to the teacher code of conduct within the assigned PDC.



## Resources: Teaching-Learning Support Team



- You
- Your Neag and Content Advisors
- IB/M and CLAS Faculty
- Seminar Leaders
- Clinic Teachers and Administrators
- Fellow Students
- Office of Teacher Education



Whew, any questions?



## EDCI 3000

- We're now going to transition to EDCI 3000
  - Please be sure to have your syllabus ready.



# Thanks, Lisa!

- Be sure to thank Lisa Rasicot for making our dinner arrangements.

