III. ARC Program Components

Students are expected to complete ARC’s four major components:

1. **Pre-Program Activities**

   - Orientation Meeting: Enrolled students must attend a mandatory orientation session. Students will have access to the *ARC Student Handbook* describing policies, student expectations, CSDE certification regulations, and class schedules. Students will also have an opportunity to meet with program staff and faculty, tour the facility, and may receive additional assignments.

   - Technology Assessment: Students complete a self-assessment of previous technology training and knowledge/proficiency in standard computer applications.

2. **Program Activities**

   - Classroom Observation: Students must spend two full days during the regular school year in public schools of their choice observing teachers in their subject area and grade level. Students submit a written journal reflection describing what they observed and learned in their classes. Observations must be conducted in both a middle and high school environment. World Language, Family Consumer Science, and Technology Education candidates may schedule an elementary school observation to fulfill one of the two observations.

   - Core Sessions: Highly skilled teachers, administrators, and other experts in the field lead large group presentations to ARC students. The Core Program provides students with a solid educational foundation covering a wide range of topics required of all beginning teachers. These topics include relevant state and federal laws mandated in all teacher preparation programs and cover topics such as: Common Core State Standards, classroom management, differentiated instruction, lesson/unit planning, assessment of student learning, special education and Section 504, English Language Learners and integrating technology in the classroom.

   - Methods Classes: Highly experienced subject area teachers and administrators teach these classes. The main focus is teaching ARC students how to plan, assess students, and teach their specific content. Students are expected to apply major concepts learned from Core sessions in their Methods classes. For example, students learn how to plan lessons and develop units in their subject area and receive instruction in various teaching strategies, classroom management, student behavior, and how to analyze and assess student work. Students also have opportunities to micro-teach, which requires students to plan and teach lessons during class in preparation for student teaching. Some of these lessons are videotaped. Students receive feedback from both students and instructors with the rubric that is used during student teaching.

3. **Student Practicum**

   The student practicum experience is the culminating activity in the ARC program and requires the contributions of a team of professionals who work together to provide a practical introduction to teaching. The student practicum placement is assigned by the ARC
program and is determined by the candidate’s area of certification and appropriate range of grade levels. The ARC administration makes final decisions about student practicum placements for students.

Please note that all student practicum placements must occur in public schools.

ARC students who are offered employment during their program training by school districts as long-term substitutes or under a Durational Shortage Area Permit (DSAP) issued by CSDE should immediately contact the ARC Office.

Students are placed in a public school district for an eight-week period (40 consecutive days). The purpose of the student practicum is to provide students with an opportunity, under careful supervision, to develop the knowledge, skills, and dispositions necessary to become effective teachers. During the student practicum, a trained cooperating teacher from the school district and an evaluator from the ARC program will evaluate students.

All ARC candidates will be required to submit and pass the edTPA Assessment as required by the State Department of Education certification.

4. **Program Completion and Steps to Certification**

- Students enrolled in ARC are expected to meet all program requirements and policies including, but not limited to, attendance, punctuality, submitting all work assigned by faculty by the established due dates, and successful completion of the student practicum. **In addition, ARC students may be required to complete other program requirements and/or state regulations that may not be in effect at the time of admission. No student will be recommended for certification unless all requirements and obligations are met.**

- Students who successfully complete the ARC program and all state certification requirements including coursework and testing receive a recommendation form from ARC titled “ED 125 – Statement of Preparing Higher Education Institution.” Students who are hired by a public school district for a teaching position that is considered permanent are eligible to receive a “Temporary 90-Day Certificate” from CSDE.

- The Temporary 90-day Certificate allows ARC graduates to be employed in a district while receiving support from the district and ARC. The ARC graduate, following the 90-day period and upon the recommendation from the Superintendent of Schools, receives an Initial Educator Certificate from CSDE, the same certificate awarded to all beginning teachers in Connecticut.

- ARC offers all program graduates a voluntary, non-evaluative instructional coach to assist the new teacher with the first months/year of teaching. The coach has no role in the teacher’s formal evaluation process.