| **Principle Title** | **Teacher Preparation Principle Description** | **School Leader Preparation Principle Description** |
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| 1. **Program Entry Standards** | Connecticut teacher preparation programs must actively recruit, admit, develop and retain only those teacher candidates with strong knowledge, skills and dispositions that are indicative of those expected of teachers for the 21st Century and required to meet the needs of Connecticut students. | Connecticut school leader preparation programs must recruit, admit, and retain only educators who have demonstrated competency and accomplishment in their practice and who are committed to serving as school or district leaders.   Prior to admission, prospective school leaders must have strong knowledge, skills and dispositions that are indicative of those expected of school leaders for monitoring, supporting and continuously improving teaching and learning in order to meet the needs of Connecticut students, including but not limited to:   * collaboration with stakeholders * shared leadership * professional and inspirational * mentoring and coaching of others * monitoring and supporting continuous improvement of teaching and learning   These indicators of school leader skills as well as those described in the Connecticut School Leader Standards will be developed and strengthened throughout the program as the candidate progresses from entry to exit from the program. |
| 1. **Staffing & Support of Clinical Experiences** | The staffing, structures and program support policies of preparation programs, school districts and CSDE must be coordinated to provide effective clinical experiences that represent the current and future needs of Connecticut’s schools and children.   Clinical faculty (supervisors) and school based educators have a significant impact on candidate clinical experiences and must themselves be effective educators who understand and apply national and state teaching and student standards to ensure that candidates are provided with the highest quality training and support. | The staffing, structures and program support policies of preparation programs, school districts and CSDE must be coordinated to provide effective clinical experiences that represent the current and future needs of Connecticut’s schools and children.  Clinical faculty (program supervisors) and school-based leaders who mentor new school leaders have a significant impact on facilitating candidate clinical experiences and must themselves be effective educational leaders who understand and apply national and state instructional, leadership and student standards to ensure that candidates are provided with the highest quality training and support. |
| 1. **Clinical Experience Requirements** | All candidates must have a sequence of varied, structured, intensive and purposefully supported clinical school experiences that are appropriately staffed by qualified educators to ensure support for success. Experiences must be across the program, coordinated and support the continuum of content and skill development to become an effective educator.  *Note: clinical experiences include field experiences, practica and student teaching.* | All school leader candidates must have a sequence of varied, structured, intensive and purposefully supported clinical school experiences that are appropriately staffed by qualified educational leaders to ensure support for success. Experiences must be across the program, coordinated and support the continuum of skill development to become an effective school leader.   *Note: clinical experiences include the school leader internship and field experiences.* |
| 1. **District-Program Partnerships: Structures & Shared Responsibility** | Teacher preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships to ensure the quality of clinical experiences for teacher candidates while addressing the needs of and benefits to all involved.  Teacher preparation programs and school districts will establish partnerships that act strategically to support clinical and school-based training for which they share responsibility, authority, and accountability including program development and implementation. | School leader preparation programs and schools/districts must have well-defined, high-quality, collaborative partnerships to ensure the quality of clinical experiences for school leader candidates while addressing the needs of and benefits to all involved.  School leader preparation programs and school districts will establish partnerships that act strategically to support the clinical and school-based training for which they share responsibility, authority, and accountability, including program development and implementation. |
| 1. **Program Completion & Candidate Assessment Standards** | Candidates will demonstrate competencies aligned with national and state standards by successfully completing rigorous performance-based assessments as part of clinical experiences.    All teacher candidates will demonstrate knowledge, skills and dispositions necessary to support students’ academic and non-academic needs. | School leader candidates will demonstrate competencies aligned with national and state standards by successfully completing rigorous performance-based assessments as part of clinical experiences, including but not limited to:   * + facilitating school vision and mission to ensure high expectations for student performance.   + ensuring achievement of all students through continuous improvement of teaching and learning.   + managing organizational systems for a safe and high performing learning environment.   + collaborating with families and stakeholders and respecting diversity within the community.   + modeling ethical behavior and integrity and promoting educational equity.   + advocating for students, families and staff needs.   All school leader candidates will demonstrate knowledge, skills and dispositions necessary to support the development of effective school-based educators and support students’ academic and non-academic needs. |
| 1. **Program Effectiveness & Accountability** | Preparing a teacher to be successful and effective in the field is the shared responsibility of preparation programs and partner districts. Candidates will have multiple opportunities to provide feedback data on the effectiveness of their training program, clinical experience and supports in order to inform ongoing programmatic improvements. Preparation programs must ultimately be responsible for ensuring completers enter the profession with the knowledge, skills and dispositions to be effective in the classroom.  Preparation programs must have access to data about their completers’ performance in the classroom and should be held accountable for their programs’ effectiveness in preparing teachers to enter and remain in the profession. | Preparing a school leader to be successful and effective in the field is the shared responsibility of preparation programs and partner districts. Candidates will have multiple opportunities to provide feedback data on the effectiveness of their training program, clinical experience and supports in order to inform ongoing programmatic improvements. Preparation programs must ultimately be responsible for ensuring completers enter school leadership roles with the knowledge, skills and dispositions to be effective at the school or district level.   Preparation programs must have access to data about their school leaders’ performance and should be held accountable for their programs’ effectiveness in preparing them to enter and remain in the profession. |