

Position: Teacher Candidate Practicum Evaluator

Position Type: Durational stipend position January 2026 - June 2026. The position does not include benefits.

Position Description: The Alternate Route to Certification Program (ARC) has a need for Teacher Candidate Practicum Evaluators who are responsible for evaluating ARC teacher candidates in the field during their 40 consecutive school day practicum. The evaluator is a vital role as it serves as the liaison between ARC Administration & Faculty and practicum progress & successful completion. The evaluator determines whether the teacher candidate has successfully completed practicum in alignment with all competencies toward teacher certification credentials. Classroom observations (3 in total) will be conducted **in-person** at the placement school **during school hours**, all other meetings can be conducted in-person **or virtually** at a time agreeable to both the evaluator and the teacher candidate.

Compensation: \$800 stipend per teacher candidate, payable after all assessments and practicum surveys have been completed for each candidate. A completed log must be submitted to ARC administration in order for payment to be processed by June 30, 2026. Stipend includes mileage and attendance at evaluator training sessions. ARC faculty and staff are Google certified. If not yet Google Certified, an additional \$100 stipend will be provided upon successful completion of Google Certification (instructions provided upon hire).

Reports to: Regional Evaluator & Field Quality Assurance Support Specialist

Qualifications:

- Certifications Required:
 - Active Connecticut professional educator certification.
 - Intermediate Administration or Supervision (092).
- Minimum of five years of successful teaching/instructional coaching and/or administrative experience at least three of which are at the middle and/or high school level.
- Experience supporting student teachers or novice teachers with instructional practices.
- Availability in personal schedule to evaluate at least 1-2 candidates (or more if possible), **in-person** at the placement school **during school hours**.
- Active [TEAM Program Initial Support](#) certificate preferred
- Must have reliable computer/laptop, camera, and internet access to perform duties

Application Deadline: October 22, 2025

- Applications received after this deadline will be considered if the positions are still open.

Application Procedure: Applicants should email the following materials as a single PDF file to the ARC Office at ohc.arc@ct.gov:

- A cover letter addressed to Jennifer Delaney, ARC Program Director, describing your interest in and qualifications for this specific position
- A current resume or CV with contact information
- Copies of active Connecticut teaching certifications
- Three professional letters of recommendation

Applicants will be contacted if selected to proceed in the hiring process which will include the completion of a performance task.

Position Responsibilities**Training:**

- Complete Google certification during the month of January and upload certificate to Canvas.

- Attend the required Teacher Candidate Practicum Evaluator Training Meetings scheduled by ARC Administration as well as any other meetings scheduled with the Field Quality Assurance Support Specialist and/or Regional Evaluator.

Observation and evaluation of the teacher candidate

- Practicum begins March 2, 2026 and is for 40-consecutive school days.
- Schedule a virtual initial meeting prior to week 1 of the practicum with the teacher candidate and the cooperating teacher to provide an overview of practicum responsibilities, provide an introduction to Canvas (ARC's virtual learning management system), and develop the practicum observation calendar following the pattern below.
- Submit the observation schedule to ARC.

Observation Evaluation #1 (Week 2)	Observation Evaluation #2 (Week 3)	Observation Evaluation #3 (Week 4)	Observation Evaluation #4 (Week 6)	Observation Evaluation #5 (Week 7)	(Week 8)
Required that the ARC Evaluator & Cooperating Teacher conduct this observation together; filed in canvas by the evaluator ARC Evaluator Evaluation #1	Cooperating Teacher Evaluation #1	ARC Evaluator Evaluation #2	Cooperating Teacher Evaluation #2	ARC Evaluator Evaluation #3	
The order of whom completes observation evaluation #2, #3 & #4 is flexible if a special circumstance is necessary. However only one observation evaluation can be conducted per week. The schedule for evaluation #1, #5 must remain as outlined above. The Regional Evaluator visit must be avoided during evaluation #1 to prevent an overwhelming number of observers in the candidate's classroom at once.					

- Ensure the teacher candidate is meeting the deadlines and expectations of practicum.
- Conduct **three of the five required** in-person classroom observations at the placement school during school hours with the above observation pattern over the 8 week/40 consecutive school day period of the practicum scoring the teacher candidate using the ARC Program CCT Evaluation Rubric. For each evaluation cycle:
 - Ensure the candidate has submitted lesson plans at least 48 hours prior to a scheduled observation.
 - Provide written feedback on the submitted lesson plan in Canvas and conduct a pre-observation conference at least 24 hours prior to the observation.
 - Conduct & rate the observation and develop written feedback points.
 - Conduct a post-observation meeting with the candidate (after each observation) to provide evaluative instructional feedback and support.
 - Enter the rated rubric and written feedback into Canvas within 48 hours of the classroom observation. If a candidate scores a developing or below standard on an Evaluation, written feedback with evidence must be provided in that indicator.
- Conduct the **first evaluation observation together with the cooperating teacher** and perform a calibration exercise utilizing the ARC Program CCT Evaluation Rubric to co-develop ratings & feedback for the candidate in order to build inter-rater reliability within the ARC Program (feedback sessions and written feedback and rating of Evaluation #1 in Canvas is performed by the evaluator).
- Review all of the cooperating teacher's evaluation forms before completing the ARC Final Summative Evaluation.

Reflection Assignments

- Ensure that the teacher candidate completes satisfactory reflection assignments (5) on time.
- Grade and provide written feedback on teacher candidate's reflections by within 48 hours of the reflection being submitted or 72 hours after the post-observation meeting.

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Supervision of the cooperating teacher

- Schedule a virtual initial meeting prior to week 1 of practicum with the teacher candidate and the cooperating teacher to provide an overview of practicum responsibilities, provide an introduction to Canvas (ARC's virtual learning management system), secure curricular materials for the candidate, and develop the practicum observation calendar following the below pattern. Submit the observation schedule to ARC administration.
- Assist the cooperating teacher with Canvas as needed.
- Conduct the **first evaluation observation together with the cooperating teacher** and perform a calibration exercise utilizing the ARC Program CCT Evaluation Rubric to co-develop ratings & feedback for the candidate in order to build inter-rater reliability within the ARC Program (feedback sessions and written feedback and rating of Evaluation #1 in Canvas is performed by the evaluator).
- Communicate with the cooperating teacher throughout the practicum experience.
- Ensure that the cooperating teacher is completing their responsibilities by the established deadlines and follow up as needed. Cooperating teachers responsibilities include:
 - Complete the Midpoint (week 3) and Final (week 8) Assessment of Professional Expectations Checklists.
 - Conduct two formal observations independently of the evaluator:
 - Ensure the candidate has submitted lesson plans at least 48 hours prior to a scheduled observation.
 - Provide written feedback on the submitted lesson plan in Canvas and conduct a pre-observation conference at least 24 hours prior to the observation.
 - Conduct & rate the observation and develop written feedback points.
 - Conduct a post-observation meeting with the candidate (after each observation) to provide evaluative instructional feedback and support. Conduct a feedback session with the candidate.
 - Enter the rated rubric and written feedback into Canvas within 48 hours of the classroom observation. If a candidate scores a developing or below standard on an Evaluation, written feedback with evidence must be provided in that indicator.

Teacher candidate concerns & communications

- Discuss candidate evaluations, concerns, and support with the cooperating teacher as needed.
- Record all information regarding candidates progress, concerns, etc. in a timely manner.
- Follow the standard operating procedure intervention plan provided by the ARC Director if a pattern of corrective action or a more severe potential disciplinary issue arises with a candidate.
- Provide first level interventions for candidates struggling to meet practicum requirements; escalating to the Candidate Support Specialist and ARC Administration when necessary.
- Monitor and support teacher candidates who have been placed on a support plan, have been issued a warning, or are on probation. Communicating and/or meeting with Candidate Support Specialist and ARC Administration as needed regarding candidate progress or additional concerns.

Collaborative performance review

- Performance review will be triangulated with three data points for continuous program improvement purposes:
 - One time in-person calibration exercise cycle performed together with assigned Regional Evaluator
 - Regional Evaluator & Evaluator co-observe a candidate's lesson in the classroom.
 - Regional Evaluator & Evaluator perform a calibration exercise with the data collected from the observation (in-person or virtually) utilizing the ARC Program CCT Evaluation Rubric to co-develop ratings & feedback for the candidate in order to build inter-rater reliability within the ARC Program.
 - Regional Evaluator participates in the Evaluator's feedback session with the candidate.
 - Regional Evaluator reviews evaluator's Canvas course for high quality written feedback to candidates on their caseload and general upkeep with Canvas responsibility tasks and timelines.
 - Candidates and cooperating teachers provide survey response feedback on the evaluator's performance at the end of practicum.

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Professional expectations

- Attend and participate in meetings with teacher candidates, cooperating teachers, and ARC Administration as scheduled.
- Evaluators will be provided with an ARC gmail account. All written communication with ARC Candidates and cooperating teachers will be through ARC gmail.
- Participate in a performance review calibration session with an assigned Regional Evaluator.
- Provide survey response feedback on the candidate's performance at the end of practicum.
- Provide survey response feedback on the cooperating teacher's performance at the end of practicum.
- Carry out the program vision and expectations through communication with staff, candidates, and the Director.
- Contribute toward the program improvement plan goals of the ARC Program by implementing action plan items and tasks within the capacity of this role.
- Other duties that present themselves throughout the program year in response to programmatic need deemed appropriate for the role by the Director.
- Demonstrate professional, ethical, and responsible behavior at all times with candidates, families, colleagues, school administration, the community, and the ARC Program in accordance with the Connecticut Code of Responsibility for Teachers.

Disposition Requirements

- Commitment to excellence in instruction & curiosity to continue learning through professional development.
- Willingness to support and mentor a diverse group of Teacher Candidates, many of whom are career changers and work full time, through a challenging, accelerated, and rigorous program.
- Positive outlook on education encouraging Teacher Candidates to enter the profession.
- Positive outlook on teamwork encouraging and engaging in purposeful collaboration and dialogue among all stakeholders at ARC.
- Ability to be flexible and adaptive working on a practicum support team with support staff and ARC administration.
- Discretion and ethical professional judgment when problem solving with school leadership, Regional Evaluators, Teacher Candidates, Cooperating Teachers and ARC administration.
- Awareness, accountability and collective ownership for timelines, procedures, and graduation requirements of the program.
- Positive approach to modeling of the Connecticut Code of Professional Responsibility for Educators.

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