

HARTFORD PUBLIC SCHOOLS
Phase II: School Design Specifications:
Teacher Preparatory Studies at Bulkeley Upper School

Overview of School Model

Description of School Type, Accreditation & Affiliation Model

Teacher Preparatory Studies is a small school program in the Bulkeley Upper School for students interested in pursuing the field of education as a career path. Students who complete the Lower School course of study and Certificate of Initial Mastery in Bulkeley Lower School may apply for one of 200 seats in this highly focused college preparatory school for grades 11 and 12. In August 2009, the Academy will enroll 100 Grade 11 students and up to 100 Grade 12 students who will serve as the first two graduating classes of this new school program. Bulkeley Upper School will develop three courses of studies over the next two years, with Teacher Preparatory Studies as the first of the three options.

Hartford's Teacher Preparatory Studies is an academic course of study that will encourage students to explore and pursue careers in the field of education. Students will have multiple opportunities to participate in project-based learning, community service and extra curricular activities that support the theme of the program. Teacher Preparatory Studies will provide its students with a rigorous, college preparatory program designed to build student awareness of the many options for pursuing a career in teaching. Teachers in this pathway will share their passion and enthusiasm for teaching and will model research-based teaching and learning practices at all times.

Theme/Content Focus

Key features of Teacher Preparatory Studies theme and content focus include:

- A high level of academic rigor and multiple teaching experiences for students through a curriculum focused on preparing students for a career in the field of education
- Affiliation with universities that will provide opportunities for dual credit courses, college credit in advanced coursework and partnership activities to heighten awareness for teaching careers
- Affiliations with the State of Connecticut's Young Educator's Society and the Future Educators Association (FEA)
- Community service-learning programs aligned with the mission of the school to prepare students for the teaching profession

Major School Partners

The University of Connecticut Neag School of Education and Eastern Connecticut State University have partnered with Teacher Prep and will lead an advisory team of area college representatives to support students through the implementation of:

- Dual credit courses
- University Speaker Series
- Articulation agreements for acceptance of eligible Teacher Prep Studies students
- Collaboration with university staff in the articulation of courses and curriculum development
- Credit eligibility for students receiving a score of 3 or higher in AP courses
- Teacher professional development facilitated by university staff

Research Basis and Model Site(s)

The Urban Teacher Pathway Project (UTAP), a collaboration of the Council of the Great City Schools in Washington, DC and Recruiting New Teachers, Inc in Belmont, MA completed a study in 2000 of four urban high school teaching career academies. The objective of the study was to document best practices and develop practical information and easy-to-use tools to help guide the development, implementation, and replication of high school career academies across the country. Three high schools participated in the study: The Walton-Lehman Pre-Teaching Pathway in New York City; Mount Pleasant High School Teacher Pathway in Providence, RI and The Center for the Teaching Profession at Miami Senior High School in Miami, FL. Each of these academies has a proven track records of success in

- attracting and graduating students
- building strong partnerships with institutions of higher learning
- maintaining learning environments connecting teaching, contextualized learning and college preparation

The work of UTAP suggests several key steps for the implementation of successful high school teaching career academies in urban settings:

- Support for the Pathway should be recruited for people who have an interest in opening up new pools of prospective teachers to participate in a teacher Pathway advisory board.
- Strong college connections enrich the content and experience of the program and help ensure that students will

qualify to enter college and Teacher Preparatory programs.

- The curriculum needs to strike a balance between exposing students to the profession of teaching and strong academic content preparation.
- Time needs to be provided for teachers and administrators, from both the school system and the higher education partner, for program planning and implementation.

School Mission & Vision

Mission (purpose)

The purpose of Teacher Prep Studies at Bulkeley Upper School is to attract, train and recruit students who have an interest in the field of education at the PK-12 and college levels. The goal is to provide students with a rigorous curriculum and field experiences that teach them about pedagogy, state content standards, and career paths in the field of education that will make them competitive candidates for seats and scholarships at high ranking colleges and universities.

Vision

In a time of teacher shortages Teacher Prep Studies expects to increase the pool of highly qualified candidates who will be able to fill the critical content area vacancies, increase the diversity of applicants and encourage students to return to work in the City of Hartford as educators.

Student Body

Grade Configuration and School Size

The Pathway will serve 200 students in grades 11 and 12 in the Upper School of Bulkeley's New American High School Model.

Year-by-Year Phase In Chart

Through the Hartford Schools Open Choice process Teacher Prep Studies will accept 100 grade 11 students and 100 grade 12 students for school opening in August 2009.

Governance Structure

School Leadership

Teacher Preparatory Studies at Bulkeley Upper School will be staffed by teachers and support staff who believes in the shared decision making process. To that end, all stakeholders in the School's learning community will be represented in the governance structure. The focus of the governance team will be a collaborative effort to ensure fidelity to the School's mission and the academic and personal achievement for all students.

- **The Leadership Team** will consist of the school's Principal, the Teacher Prep Dean and academic team leaders. The Teacher Prep Dean will coordinate field experiences and the integration of pedagogical themes into the curriculum.
- **The Student Support Team** will include the guidance counselor, ELL and special education teachers. Their role will be to ensure the success of all students and to ensure that all students are aware of college career options and are purposefully planning their college and career paths.
- **An Advisory Board** will be chaired by a college liaison who will work closely with the School leadership and cooperating institutions of higher learning to support Teacher Prep students by:
 - Assuring students are enrolled in course schedules required for college admission to teacher prep programs
 - Assuring that qualified students will receive tuition waivers and college credit
 - Assuring that students have opportunities for dual enrollment courses
 - Developing educational conferences for Bulkeley Teacher Prep students
 - Providing ideas and materials useful in adapting college education courses to high school content

School Governance Council

The Teacher Prep Governance Council will be responsible for ensuring the school stays true to its mission and maintains the integrity of the *Teacher Preparatory Studies Compact*. All school based policies will recognize students' diversity in learning styles and cultural backgrounds. The team will consist of a representative body of Bulkeley Teacher Prep staff, parents, students and community members who will be responsible for approving the school improvement plan and school budget, for monitoring the Teacher Prep mission and planning the budget. The Council will also make decisions about school-wide concerns, curriculum and assessment.

Parent Leadership Development

The PTO will include parents and teachers. Their role will include participating in school events, representation on the governance team, and collaboration with community members for school activities that support student learning.

Student Leadership

The **Student Leadership Council** will include at least three student leaders from each of the junior and senior classes and a staff advisor. The responsibilities of the student council will include organizing and leading future teachers clubs, the development of the Students' *Code of Ethics* for student behavior in the school and at field experiences, representation on the school governance council and collaboration with the Board of Parent's activities.

Curriculum & Instruction

Pedagogical Approach & Classroom Design

Paradigm shifts from traditional methods will drive the pedagogical approach to teaching and learning in the Teacher Prep Studies program.

- Teaching and learning will be student-centered rather than teacher-centered.
- Course work will be designed to expose students to national shortage areas such as math and science that will open up a wealth of career options.
- Career pathway courses and activities will be embedded within an interdisciplinary approach so that students can understand content based on real world application.
- Students will practice the skills learned in the classroom within an applied teaching setting.
- Classroom space will be organized for collegial and collaborative work with other students in groups or teams.
- Classroom walls will display student work, evidence of content being studied, and standards for exemplary work and class rules/expectations.
- Teachers will be constantly modeling best teaching practices and will receive feedback from students about teaching methodologies utilized in the classroom.

Curriculum Design/Course of Study

Teacher Prep Studies will offer a rigorous curriculum embedded with skills and experiences in the field of teaching and designed to prepare all students for college. It will provide multiple academic opportunities aligned with field experiences so that students can examine a wide range of teaching careers and pursue individual interests within the field.

Curriculum Design and Course of Study will be guided by:

- An interdisciplinary approach
- Technology integration
- Student participation in data based decision-making
- Service learning field experiences that have integral connection to the curriculum
- Multiple forms of assessment
- Targeted, long term remediation strategies for improving reading and math

Teacher Prep Studies Course Selection

Students will work with their faculty and guidance counselors to carefully plan their coursework so that it is aligned with their interests and goals, and provides exposure to new career areas. Teachers and counselors will assist students in developing and sustaining a Personalized Learning Plan (PLP) which will include all aspects of a student's educational and social experience. A vital component of the PLP is each student's expression of interests so that these interests can be matched, to the extent possible, with their educational program. The PLP will guide the students' focus for the Capstone Project required in the senior year.

Mandatory Summer Bridge

All students entering the Teacher Preparatory Studies program will participate in a summer bridge program prior to entering grade 11 that will include an orientation to the two-year course of study including the completion of an initial PLP draft, introduction to the teachers and staff, signing of the Compact, and participation in the Introduction to Teaching Workshop that will help students to think about teaching options in elementary, middle, high school and college levels.

	English	Math	Science	Social Studies	World Language	Required Theme Courses	Elective Theme Courses
Grade 11	English 11 or AP English (1)	Algebra II or higher (1)	Science With lab (1.5)	American History Or AP American History (1)	World Language II Or III (1)	College Readiness and SAT Prep (.5)	Teacher Prep Elective #1 (1)
Grade 12	English 12 or AP English (1)	Pre-Calculus or higher (1)	Science With lab (1.5)	Individual and Family Development (1)		Capstone Project (Inc. Field Experience) (1) Teaching in a Core Discipline (.5)	Teacher Prep Elective #2 (1)

Theme Course Offerings

Students will complete a minimum of 5 courses in the theme area, and will gain additional exposure to the field of teaching through a highly integrated core curriculum. Additionally, students will be provided exposure to careers in the shortage areas of math, science, special education and world languages. Because all new teachers need to understand how to differentiate for all students, all core and elective coursework will teach students strategies for teaching special education students and English Language Learners. Students will complete at least one project related to special education and to English language instruction as part of their PLP.

Summer Bridge Experience (Before Junior Year)

ED 101 Teaching In the Twenty-First Century (Introduction to Teaching)

This course is offered online through partnership with Eastern Connecticut State University. It is designed for students considering education as a major and teaching as a profession. Students will have an opportunity to experience primary, middle and secondary education through field placements. Students will obtain a systematic body of knowledge from which they can develop a repertoire of teaching practices to meet the learning needs of students with diverse learning styles, developmental needs, cultural and socioeconomic backgrounds. (3 week summer course at ESCU: 3 college credits)

Summer Enrichment Experience (Before Senior Year)

ED 102 Technology in the Classroom

This course is designed to introduce future teachers to the computer as a multi-faceted tool. Students will evaluate educational software from the perspectives of instructional design and curriculum integration. They will experience project-based learning through which they will learn the potential for enhancing the learning environment using databases, word processors, teacher utilities and telecommunication packages. (*On-line course at ESCU: 1 college credit*)

Elective Theme Courses

ED 103 Human Growth and Development

In this course, the student will study the characteristics of children and adolescents who follow typical and atypical patterns of development. Students will examine theories of development and learning and look at ways to observe learning experiences for students with a range of ability levels and learning styles. (3 college credits awarded at Capital Community College to students who receive a B or better)

ED 104 Early Childhood Education

This course is an introduction to the field of early childhood education. It examines the historical, philosophical, anthropological, psychological and social foundations of early childhood education: explores issues in the field, ethics, and the organization and governance of American public schools. The course also covers Head Start and child care centers:

includes the study of early child development, along with health and safety issues. Students will increase their objectivity and demonstrate proficiency in observing and interpreting children's behavior through their fieldwork in coordination with coursework. (3 college credits awarded at Capital Community College to students who earn a B or better; credit under discussion with ESCU)

Required Theme Courses

ED 105 The Individual & Family Development

The Individual and Family Development course is a required course for those students entering the teaching certification program at UConn. This course is an introduction to the field of human development over the lifespan. In particular, the course will focus on the developing individual within the context of the family system and the cognitive, physical, psychological and emotional changes that occur over time. *(This course awards 3 college credits at the University of Connecticut and, therefore, at all community colleges and state universities in our state under the Early College Experience Program. Students must earn a C or better and complete an approved internship.)*

ED 106 College Readiness, Study Habits and Test Preparation

This course is designed to assist students in preparing for college admissions testing, essay writing and the application process. On-campus visits and virtual field experiences will allow students to experience campus life and meet college students. Guest lecturers will speak to students about related topics such as what to expect your first year and how to write an exceptional admissions essay.

Teaching in a Core Discipline: English Language Arts, Math, Science, History, World Language, Arts

During the senior year, students will take one course in a specific core content area to engage in in-depth study of the state standards, learn how to plan a lesson, learn about effective pedagogical approaches, and observe master teachers instructing in that content area at the grade level that the student is most interested in pursuing or exploring.

Literacy Program

Teacher Prep English Language Arts

Students who choose English Language Arts as the content area for which they would like to prepare may be offered a "Teaching English Language Arts" course elective which would include such topics as:

- Field experiences with practicing English Language Arts teachers
- Writing model lesson plans and stating objectives for the English Language Arts classroom
- Study and review of the State and National Standards for English Language Arts and the state standardized tests in the English Language Arts areas
- Modeling for the teaching of reading and writing using researched-based instructional strategies
- Study of learning theories for teaching ELA through readings, discussions, and projects.

Additionally, a core literacy program will be developed that will guide each discipline. Inquiries that will guide the literacy across the curriculum program in every course content will include:

- What does rigorous work look like in each content area/discipline?
- What kinds of instruction help all students to do rigorous work in each content area/discipline?
- How can you assess whether students are doing rigorous work in each content area/discipline?
- How do you ensure that all students, including English Language Learners and students needing improved use of academic English, are given equitable access to rigorous instruction?
- What will be the support system for teachers' learning and use of disciplinary learning with students?

Math Program

Teacher Prep Mathematics

Students who choose Mathematics as the content area for which they would like to prepare may be offered a "Teaching Mathematics" course elective which would include such topics as:

- Field experiences with practicing Mathematics teachers
- Writing model lesson plans and stating objectives for the Mathematics classroom
- Study and review of the State and National Standards for Mathematics and the state standardized tests in the Math areas
- Modeling for the teaching of mathematics using researched-based instructional strategies

Additionally, all students in the pathway will be encouraged to complete mathematics coursework beyond pre-calculus in order to maximize their options for college. Suggested Pathway courses are listed below.

- Algebra II
- Pre-Calculus or Calculus
- Trigonometry
- AP Statistics and Probability
- Quantitative Literacy

Science Program

Teacher Prep Science

Students who choose Science as the content area for which they would like to prepare may be offered a “Teaching Science” course elective which would include such topics as:

- Field experiences with practicing science teachers
- Writing model lesson plans and stating objectives for the science classroom
- Study and review of the State and National Standards for science and the state standardized tests in the science areas
- Modeling for the teaching of science using researched-based instructional strategies

A strong background in mathematics is preferred for students who wish to teach science. Calculus and Trigonometry are suggested. Students interested in becoming science teachers should have additional courses that coincide with the particular area of science they wish to teach (biology, chemistry or physical science)

History Program

Teacher Prep Social Studies

Students who choose Social Studies as the content area for which they would like to prepare may be offered a “Teaching Social Studies” course elective which would include such topics as:

- United States History: This year-long 11th grade class is required for all high school students. In addition to meeting the standard requirements for this course, the elective class will trace the history of American education in the 19th and 20th centuries, emphasizing changes in pedagogy, especially in the last 20 years.
- Family Studies: This required course offers credit at the University of Connecticut and therefore at all community colleges and state universities in Connecticut under the Early College Experience program. Cognitive development is a major topic studied in this course.
- Two of the following courses will also be suggested for students who wish to pursue teaching careers in this content area: International Relations, Psychology, Sociology, You and the Law. These courses include units on pedagogy. It is also important to note that the certification examination for teachers in grades 7-12 in Connecticut includes sections on Psychology and Sociology, so students aiming to be secondary Social Studies teachers are encouraged to begin their studies early in these fields.

Arts/Music Program

It is expected that the high school graduation requirement of 2 credits for the Visual and Performing Arts be satisfied by students during Grades 9 and 10 prior to entering Teacher Prep Studies in Grade 11. Students may have the opportunity to earn visual and performing arts credit during extended day and/or extended year programs. Course modification will be considered for students interested in teaching within a visual or performing arts discipline.

Physical Education/Health/Wellness Program

It is expected that the high school graduation requirement of 1.5 credits for Physical Education and Health be satisfied by students during Grades 9 and 10 prior to enrolling in Teacher Prep Studies in Grade 11. Students may have the opportunity to earn physical education or health credits during extended day and/or extended year programs. Course modifications will be considered for students interested in teaching within a physical education or health program.

World Language Program

Teacher Prep Studies requires that all students graduate from high school having completed two years of Spanish. AP Spanish will be encouraged for students prepared to earn college credit.

English Language Learner Support Approach

In addition to the English Language Learner coach and the Support Services Team, the school will develop a collaboration among subject area teachers, teachers of English as a Second Language, Special Education teachers and literacy coaches to provide sustained professional development in order to increase educator capacity in helping English language learners understand both course content and the academic language used to teach content.

Intervention Program (2+ years behind; 1 year behind; 5-minutes behind)

A school intervention team will be formed for the systematic review of student data to identify students who based on multiple indicators are determined at risk of not passing. These students will be enrolled in an appropriate intervention

program which may include:

- Extended period literacy/math programs during the school day
- Additional support from a content area teacher during the school day
- Extended day learning program
- Summer learning opportunities
- Support services

Instructional Technology

It is expected that all students and staff in Teacher Preparatory Studies will reach level one proficiency or higher in WORD, Excel, Power Point, Share Point and Publisher. Students and staff must also develop proficiency in the creation of electronic portfolios for development of the capstone project.

In addition, students and staff will have opportunities to explore teaching and learning through interactive white boards, laptop computers, digital cameras, multimedia presentations, electronic portfolios and computer assisted learning aids and adaptive technology for students with special needs.

Homework Expectations

Assigned homework will be required and students will be expected to complete all assignments according to the rubric provided. Homework will be assigned to advance learning by

- Extending student learning
- Reflection and revision
- Applying knowledge to new situations
- Engaging in research

Learning Outcomes & Assessment Design

Assessment Design

Assessment measures will vary according to the required learning outcomes.

- Multiple forms of assessment will include activity-based learning, projects, essays, presentations, written tests, group participation, observations and self- evaluations.
- Common formative assessments, rubrics, portfolios, aligned with CT Frameworks and the higher levels of Blooms Taxonomy will guide the instruction and assessment process.
- Connecticut frameworks for each content area will determine power standards.
- Field experiences will be assessed through experience logs, journal writing, lesson plans, performance and a portfolio. Rubrics will reflect grading based on content, depth of thinking, writing and presentation skills. Students will be provided with written formal observation feedback highlighting thinking skills, teaching strategies, levels of questioning, strengths, and recommendations.

Teaching Experience

As part of the graduation requirements every student will serve as a teaching assistant where they will gain experience in at least two grade-levels or content areas.

Capstone Project Requirement for Graduating Seniors

The Capstone Project is a requirement for all seniors and will include the completion of an electronic portfolio to be presented to a panel of peers, faculty and parents. The student portfolio will include the following:

- philosophy of education
- resume
- lesson unit
- showcase of field experiences
- collection of student data
- reflections on practice
- video or digital photos of teaching experience
- letters of recommendation

Performance Benchmarks

Upon successful completion of the Teacher Preparatory Studies, graduates will be able to:

- Prepare and present an organized oral presentations, appropriate to purpose and audience
- Use discipline based problem-solving frameworks and strategies
- Work both independently and collaboratively to understand and formulate problems and solve these problems using the tools and techniques of effective pedagogy

- Critically evaluate methodologies employed in learning and cognition studies
- Express analytical and critical thinking through clear academic writing using English at a level appropriate for entrance into a post-secondary program
- Implement best practices in hands-on teaching experiences
- Use technology to enhance classroom presentations, complete assignments and design lesson plans.

Teacher Capacity

Theme-Specific Certification Requirements

Teachers should demonstrate a love for teaching and a passion for learning that will inspire students to work hard to pursue careers in education. Teacher Preparatory Studies will seek highly qualified teachers who have demonstrated a high degree of expertise in the content area they teach, the ability to increase student achievement and the ability to develop strong rapport with students and their families. Their high educational standards will reflect the school's commitment to its mission of preparing students for their role as future teachers.

Teacher Prep Studies teachers are expected to:

- Be master teachers who exemplify outstanding teaching practices and student learning results
- Commit to a core belief that all students can achieve high academic expectations through relevant and meaningful experiences
- Commit to and attend the summer planning and training sessions
- Address and exemplify the standards set by the Connecticut Common Core of Teaching (CCT) and the Connecticut Common Core of Learning (CCL)
- Faithfully articulate the personalization plan that assures every student is known well by at least one caring adult
- Design courses that allow for team teaching and integrated curriculum
- Demonstrate use of technology in education to advance learning
- Provide benchmarks for student achievement and progress
- Model a variety of learning styles for differentiated instruction
- Utilize a variety of assessment tools that are embedded into the instruction
- Collaborate with peers in developing researched-based teaching and learning strategies
- Utilize daily common prep time to examine student data and best practices in teaching with other team members
- Encourage parents to take advantage of school facilities and build relationships with staff
- Attend seminars and workshop to keep current on teaching techniques and educational strategies.

Training and Professional Development Program

Professional development programs will be designed in conjunction with the school's university partners for the continuous improvement of instruction. Topics for professional development will be based on the needs of the teachers and the design of the school based on data collected through observations, learning walks and surveys. Topics may include:

- Team building skills
- Curriculum planning and development
- Preparing effective interdisciplinary units and related student projects
- Collaborative data analysis for the purpose of modifying instruction; Data Driven Decision-Making
- Standards-Based Instruction, Effective Teaching Strategies and Common Formative Assessments
- National Board Certification
- Mentor training

A summer component will be planned to include the following activities:

- Professional development in cross-discipline planning for teachers
- Collaboration with college faculty to develop linking units among two or more disciplines that embed pedagogical themes
- Supporting students Personal Learning Plans (PLPs)

Teaming/Collaborative Planning Expectations

Every staff member has a role in supporting their peers and school leadership through building capacity. Teachers will have collaborative planning time for curriculum development and reviewing student data. Teacher teams are expected to:

- Align curriculum with state standards
- Reflect on instructional practice
- Ensure that student assignments are relevant and engaging and advance learning

- Use assessments to drive and inform instruction
- Support novice teachers (in other programs) and share best practices

School Schedule

Length of School Day

Teacher Prep Studies school hours will be 7:41 AM to 3:09 PM. An extended day will provide more flexible academic scheduling and allow for student field experiences including classroom observation and teaching.

Extended day opportunities will include the following programs which provide opportunities to develop leadership and interpersonal skills as well as firsthand experience in education fields:

- The Young Educator's Society (YES Club)
- Future Teacher Ambassadors (for 8th and 10th grade recruitment)
- Postponing Sexual Involvement (PSI)
- Peer Health Awareness and Concerned Teen Taskforce (PHACTT)

Co-Curriculum Programming

Students will be required to participate in at least one after school program or work experience which will include an after-school homework assistance program developed by Teacher Prep students for elementary school students and students in the Bulkeley Lower School.

Partnerships

Role of Partners: Advisory/Curriculum/Embedded Activities

Community, higher education and business partners will be active participants with teachers and students and provide an enriched environment and experiences for students to excel and understand the requirements of employment in the field of education. The partners will work collaboratively to:

- Ensure that students from Teacher Prep Studies are ready for college entrance and completion
- Provide internships and visitation with schools and day care centers
- Provide opportunities for students to observe college level courses
- Provide part-time employment opportunities at daycare facilities, tutoring centers, and nursery schools
- Invite human resources personnel from school districts to talk about teaching shortage areas
- Provide opportunities for students to attend recruitment fairs with Hartford's recruitment staff
- Provide opportunities for tutoring in our elementary schools during extended day or summer school. This activity will be aligned to students' study of curriculum and instructional strategies
- Coordinate observations for students to visit a teacher of their desired grade level for a minimum of 2 to 3 weeks
- Maintain a website for parent, community and student information

Higher Education Partners

The University of Connecticut, Eastern Connecticut State University, The University of Hartford and Saint Joseph College will partner with the school to develop a continuum of programs for students and staff. In addition to their participation as advisory board members, college partners will work collaboratively with school staff to develop:

- Dual enrollment courses
- Scholarship funds
- College awareness activities
- Assistance with the colleges admission process
- Interactions with college faculty and colleges students
- Professional development opportunities for both school and college faculties

Teacher Prep Studies will also work to develop a college liaison to foster interaction between teacher students and college teacher education students for tutoring arrangements and collaborative assignments involving both groups. This interaction will promote awareness of the college environment for Bulkeley students and a better awareness for colleges of the talents of urban high school students.

Internships and Community Experiences

Students will participate in internships at neighboring elementary and middle schools assisting cooperating teachers in classrooms. They may also tutor younger children in local community programs that will provide training and transportation. This activity will also qualify for community service requirements.

Other opportunities where students will observe as well as step into the role of teacher through opportunities that will include:

- Classroom observations from early childhood through college
- Lesson plan development
- Job shadowing
- Participation in field trips that align with their area of interest
- Class seminars taught by educational experts
- Summer internships (credit awarded)

College Readiness

Plan of Study and Transition Planning

During the second half of the junior year and throughout the senior year, Teacher Prep Studies will offer a College Readiness Class to assist students with their college applications and essays. Guidance counselors will visit these classes weekly to answer questions, help submit applications and record students' progress in the college enrollment process. Also, students will be required to take an SAT prep course.

Dual Credit Opportunities

When Teacher Preparatory Studies opens in August 2009, the following dual credit courses will be available:

- Early Childhood Education: 3 dual course credits awarded by Capital Community College
- Individual and Family Development: 3 dual course credits awarded through UConn's Early College Experience Program
- International Relations: 3 dual course credits awarded through UConn's Early College Experience Program
- Physics: 3 dual course credits awarded through UConn's Early College Experience Program
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Advanced Placement Opportunities

Bulkeley High School was one of only seven Connecticut schools to receive the *Project Opening Doors Grant* which funds Advanced Placement coursework. The purpose of the grant is to increase the number of students taking and successfully passing the exam for AP coursework and to increase the number of students attending and graduating from college. AP course offerings will be available to students in:

Spanish Language	Spanish Literature	Physics	Biology
Environmental Science	Statistics	Calculus	English
History	Psychology		

Career Explorations and Future Positions in Hartford

Teacher Preparatory Studies supports full theme immersion, i.e. learning in context. All academic and experiential activities, to the extent possible, are an integral part of teacher training and career explorations.

Students who successfully complete Teacher Preparatory Studies, graduate from college and obtain appropriate teaching certification in Connecticut will be guaranteed an interview for available positions in Hartford Public Schools.

School Culture & Climate

School Compact

The staff will create a *School Compact* that outlines the expectations for all students, staff and parents. The *Compact* will establish targets for improving student outcomes, will identify conditions that must be created in the school and the community to enable outcomes to improve and will specify requirements for shared responsibilities of the school and community to create conditions for continuous improvement.

School climate and culture will be determined by the following expectations:

- There will be a shared vision among staff that expresses a passion for teaching and high quality instructional practice.
- Students will demonstrate high quality engagement in content work.
- Students will participate in pre-teaching experiences that expose them to students and the classroom at a variety of grade levels.
- Teachers and students will demonstrate professional, cooperative behaviors at all times in an atmosphere of mutual respect.
- The Pathway will nurture the expectation that learning is a life-long experience by helping students to become cognitive learners and self-assessors.
- Through teacher modeling, students will develop respect for different languages, cultures and lifestyles.
- Every student should be known well by at least one caring adult.
- Students will develop and adhere to a published Code of Ethics.
- Peer mediation will be used to resolve conflicts.

Student Orientation and Bridge Programs

The Teacher Prep Pathway will offer students opportunities during the summer to include a Summer Bridge Program for incoming students which will offer

- An orientation to the Pathway
- An introductory course which exposes students to the options for careers in education
- An introduction to a college environment
- An opportunity for meeting new classmates

School Uniforms

Teacher Preparatory Studies will use the required uniforms set for Bulkeley Upper School with a patch of distinction added to the burgundy suit jacket.

Parental Role

Teacher Prep Studies believes in the value of parent participation and input and is aware of the increase in student success at schools where parents are actively involved.

In Academics

We expect parents to take advantage of opportunities to support the school's mission by:

1. Attending monthly parent seminars involving speakers from colleges and universities (e.g. admissions department of teacher Preparatory schools)
2. Participating in student learning and practice at home
3. Participation on the Board of Parents, Students and Community
4. Attending visits to college campuses that have teacher preparatory programs
5. Supporting and facilitating student fieldwork experiences
6. Allowing students to audit teacher prep classes in order to examine possibilities for pursuing a career in teaching

In School Culture/Climate

We will make every effort to keep parents involved by:

1. Providing a communication system so that parents have immediate access to feedback on both academics and behavior of their children, both positive and negative
2. Providing regularly scheduled progress reports to parents, biweekly in hardcopy and via technology
3. Providing monthly early information regarding financial aid to help parents to become informed about financial planning for college: providing family seminars to disseminate this information (e.g. obtaining financial aid, applying to college, tutoring for SAT exams); providing childcare at these meetings for parents who attend by students and supervised by a professional
4. Providing a student tutoring line for parents and students
5. Developing consistent communication strategies between school, students and home

Support Services

Special Education Program

In addition to the support personnel provided for the special education and ELL populations, a Support Services Team will plan academic interventions for students at risk of failing or whose skills in any area are below proficiency. Additionally, the Pathway Dean will guide the students' experiential activities and extended opportunities for academic rigor.

Support Services Model

The Pathway's support services model will include the development of programs in five areas:

- Supports for Special Education students
- Supports for English Language Learners
- An Academic Intervention Plan
- An Academic Enrichment plan
- Experiential Activities

The model will incorporate a Personalized Learning Plan for each student and a Student Advocate/Advisory system.

The Dean of Teacher Preparatory Studies

- Will establish student internship sites, coordinate transportation and develop assessment tools
- Will maintain student schedules to allow for all students to participate in required internships and field experiences.

- Will assign student teaching opportunities with certified teachers
- Will align all field experiences with classroom instruction.

School Counselor/Advisor

- Will schedule mandatory after-school tutoring when a student’s grade average falls below a 75%
- Will establish college partnerships including UConn, Eastern Connecticut State University, Central Connecticut State University, University of Hartford and St. Joseph College
- Will establish mentoring programs with college interns
- Will provide community service opportunities at neighboring schools or day care centers.
- Will coordinate and schedule peer tutoring
- Will coordinate peer mediation opportunities
- Will provide training in portfolio planning (Personalized Learning Plan)

Application Process

School Zone

School Zone 4

Teacher Preparatory Studies is part of the Bulkeley Upper School and therefore will first enroll students who have successfully completed the Bulkeley Lower School Certificate of Initial Mastery. Students interested in this Studies program should complete their application on-time through the Hartford Schools All-Choice process.