A Guidebook for the Secondary Education Professional Development Semester (PDS)

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Department of Education and Educational Psychology
Western Connecticut State University
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Conceptual Framework

Shared Vision and Theme of the Education Unit

A conceptual framework captures the shared vision of the Unit, guides the activities of faculty and candidates, and becomes the vehicle through which the Unit's goals are articulated to the broader community. A conceptual framework promotes cohesion within the Unit and becomes a base from which "continuous improvement, renewal and change can occur" (Dottin, 2001, p. 3).

The vision of the Western Connecticut State University (Western) Education Unit is reflected in the term **EDUCATOR** (Expertise in content knowledge, Diversity, Unity, Classroom and school leadership, Attitudes, Technology, Organize knowledge and facilitate learning, Reflective practitioner) and the theme **Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century**. The components of our Conceptual Framework underscore our belief that teachers and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diversity of students found in public schools in order to prepare all students for success in a technological, multicultural, global society.

Teachers and counselors must know how to work collaboratively with colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practice, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world.

The term **EDUCATOR** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing the educators of the future. (See [www.wcsu.edu](http://www.wcsu.edu))
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E-mail: dshaw@wcsu.edu
FREQUENTLY ASKED QUESTIONS

What are the WCSU Faculty Taught Courses PDS Students Take in Coordination with Two Week Fieldwork Experience?

ED 385 Fieldwork in PDS Schools. ED 385 Methods of Teaching in the Secondary Schools
EPY 405 Introduction To Special Education
ED 440 Integrating Language

In addition, content majors participate in the appropriate course relevant to their major:
ED 441 Teaching History and Social Studies in Secondary Schools,
ED 442 Teaching Science in Secondary Schools
ED 447 Teaching English in Secondary Schools
ED 448 Teaching Spanish in Secondary Schools
ED 449 Teaching Mathematics in Secondary Schools

Is there a direct connection between PDS coursework and field experience expectations?
Assignments in each class are aligned to support the clinical component at the end of the semester. Some sample tasks include the following:

- Prepare lesson plans that meet selected objectives and demonstrate effective teaching strategies.
- Use technology to create a collaboratively developed presentation that will demonstrate knowledge of pedagogy.
- Create and implement a SMARTBoard lesson.
- Develop classroom management strategies that are conducive to an interactive classroom that incorporates Common Core State Standards.
- Maintain a reflective journal of the PDS experience.
- Interview teachers and/or support personnel (i.e., psychologists, social workers, occupational and physical therapists), regarding their roles and functions.
- Assist the mentor teacher in providing appropriate modifications, accommodations, and specialized instruction including students with English Language Learners and with disabilities.

Is there anything else that I have to do to be admitted to the Professional Semester?
Yes, you must submit a completed PDS application (available in the Education office in WS 249) which is reviewed by the content area Coordinator or Department Chair and then is forwarded for another review by the interviewing faculty members.

Who sets up the interview?
The content area department coordinator or Chair will set up the interview. Sometimes it is the content area department secretary who arranges the interview logistics, depending on the department.

What will I be asked at the interview?
You will be asked questions about your education courses, your essay, your experience working with children, and your attitudes about teaching, and current educational issues which cover the
following categories: Diversity, Unity, Leadership, Content Knowledge, Reflective Practitioner. Sample questions could include:

- How would you maintain or build community with colleagues, students and students' parents?
- Provide one example of your use of critical thinking.
- How did your academic experience in the core curriculum and your major develop the content you will need as a teacher?

What happens after the interview?
Once final grades have been posted, your professional semester file will be reviewed again to determine if requirements have been met. If you are a transfer student, all grades from previous institutions will be aggregated in with your WCSU grades to calculate one grade point average.

What happens after the interview?
Once final grades have been posted, your professional semester file will be reviewed again to determine if requirements have been met. If you are a transfer student, all grades from previous institutions will be aggregated in with your WCSU grades to calculate one grade point average.

How will I know if I have been accepted to the Professional Development Semester?
You will receive an acceptance letter in the mail from the Education & Educational Psychology Department chair.

How do I register for PDS courses?
The Education & Educational Psychology Department has its own registration procedure for the professional semester. In your ED 385 class, the instructor will distribute a letter signed by the Education department Chair giving you permission to register for the Professional Semester courses. You will take that letter to the Registrar's Office to register for all Fall courses.

What are the course grade expectations in the PDS coursework to be permitted to go forward into student teaching?
All secondary education students in the Professional Semester participate in courses listed on page 6 (a minimum grade of B is required in these PDS courses; if students receive a grade below B in any of the PDS courses, they will NOT be permitted to continue on to their Student Teaching experience the following semester):

How are PDS field experience placements with mentor teachers determined?
The coordinator of professional development school experience works with the Bethel Public School PDS liaison to pair student candidates with public school teachers during the ten days of this field experience. (Note: due to availability of teachers health and music candidates may be at Danbury High School or area schools)

Meeting Teachers: (Bethel Schools) Friday, (tbd) student candidates will meet their assigned teachers for both the middle school and high school experience for a brief introduction period and time to ask questions. (7:30 – 9:00 a.m.) in Bethel, school to be determined)
Who creates the Professional Semester assignments?
Bethel Middle and High school faculty and administration collaborate with the PDS Coordinator, Richard Bellesheim, to assure appropriate placements for students. These schools are referred to as Professional Development Schools (PDS). The principals at each school place the students with a mentor teacher according to teacher availability and willingness to participate in the program.

What actually happens during the two week field experience?
During the final weeks of the Fall semester, the health and secondary candidates’ PDS experience will be ten school days, dates to be determined. Music Education Majors will have a different schedule. (Please consult with Dr. Ball, Coordinator of Music Education). Seminars are conducted after school on-site for three days each week. (Mon. Tues. Thurs.) which all student candidates are required to attend.
On the first Monday of the two week field experience, candidates for certification should arrive at the assigned school and report to the Main Office according to the following schedule. Then, on the following Monday, candidates should arrive at the second school to which they have been assigned and report to the main office, according to the same schedule.
Bethel High School: Candidates arrive at 7:15 AM
Bethel Middle School: Candidates arrive at 8:00 AM
This will give the school staff time to sign you in, issue your security pass and show you to your assigned room.
NOTE: Music students will follow a different schedule in Bethel and Danbury.)

What happens if I have to be absent on a scheduled PDS day?
Call the PDS site and leave a message for both the principal and the mentor teacher explaining why you are absent. You should also leave a message with the PDS liaison at WCSU. The make-up day for missing a class should be the following Monday after the absence. Please contact Mr. Bellesheim, the principal and mentor teacher at your PDS site in order to make certain that this is an acceptable make-up day. This arrangement is not automatic. Naturally, if you are not able to make-up your absence on the following Monday, please schedule the make-up day as soon as possible and alert your liaison to the day. Also be aware of the radio station to access in the event of a weather-related school cancellation. The make-up day for this type of closing will be the following Monday.

What do candidates do during the PDS Fieldwork experience?
It is expected that candidates will participate at the assigned PDS site for the entire school day and typically for a planning period prior to the beginning of school. Candidates should be involved at all levels of school activities, including those inside and out of the classroom (for example, cafeteria and hall duty). Each student needs to plan possible activities during this experience. Naturally, candidates will want to speak with mentor teachers to find out when and how to best fit their ideas into their teachers’ class schedules. There will be many opportunities to learn.
The integration of any activities into the Professional Semester experience will need to be agreed upon between candidates and their mentor teachers. As early in the semester as possible, candidates should discuss these ideas with course professors and mentor teacher. Also be mindful of what you could do to display the behaviors indicated on the evaluation form.
What are the responsibilities of the PDS student in the Bethel classroom during the two week field experience?
Each student candidate must adhere to the responsibilities as outlined by his/her assigned classroom teacher, the school district and university supervisor. The following list is designed to guide the collaboration between the student candidate and assigned classroom teacher. Items may vary as the needs of the candidate dictate and based on the expectations of the assigned teacher.

- Plan and implement one lesson
- Work with individual students
  - To accommodate for learning differences
  - As an after school tutor or study helper
- Spend one week in a high school setting and one week in a middle school setting for secondary.
  - (Elementary and secondary settings for health and music students.)
- Participate in extra school duties and activities.
- Attend staff meetings.
- Attend staff development days.
- Dress in a professional manner
- Conduct yourself according to the Code of Professional Responsibility for Teachers (Sec. 10-145d-440a) of the CT State Regulations.

What are the responsibilities of the assigned mentor classroom teachers?

- Serve as a role model for the student candidate by continually promoting professionalism (i.e., discussing career responsibilities and professional development opportunities).
- Encourage and guide professional growth for the student candidate.
- Acclimate the student candidate to the school setting, policies and procedures and invite the candidate to attend meetings when appropriate.
- Inform and guide the student candidate with school policies and rules concerning classroom management and discipline.
- Encourage and allow the student candidate to be involved in the classroom setting.

What are the responsibilities of the PDS Coordinator:
The PDS Coordinator serves as the Western liaison to the public schools participating in the PDS, and works with school personnel to ensure the success of the PDS. The coordinator is responsible for providing information to the PDS schools and answering questions from school personnel. He or she, in consultation with school personnel, places student candidates in classrooms and orients candidates, university faculty and public school assigned teachers to the PDS Experience.

What are the responsibilities of the WCSU faculty?
University faculty prepares the candidates for the PDS during the professional semester methods courses. They visit the public school classrooms in which their student candidates have been placed at least twice during the PDS Experience (one visit to middle school, one visit to high school). At the close of the two week experience, they guide the candidates to reflect on what they have learned, identifying topics in need of further study or elaboration.
Will I need to be fingerprinted before I can participate in the field experience?
Yes, you will need to go to Education Connection and complete the official CT State Department of Education approved fingerprinting process. You must have your fingerprints on record in the Education Department (you may have already had this completed when you observed classrooms in your ED 206 or EPY 204 courses). Education Connection is the Regional Education Service Center which supports school districts in Western Connecticut. Fingerprints are done at the Danbury Office location and the Litchfield office location. Right now they fingerprint one day a week; every other week in Litchfield and visa versus in Danbury. Appointments are made by the Education Connection receptionists:
Fingerprinting appointments for the Education Connection office are made by the Education Connection receptionists:

Barbara Westner at the Litchfield office
355 Goshen Road
Litchfield, CT 06759
(860)567-0863

Connie Phillippi at the Danbury office
345 Main Street
Danbury, CT 06810
(203)791-1904

On the day of your scheduled appointment, all applicants are asked to arrive five minutes early and check in with the receptionist. Late arrivals are subject to rescheduling. The fee for fingerprinting is $43.25 payable to Education Connection via bank check or money order only. No personal checks are accepted. All candidates will need to have a photo ID (like driver's license) know their Social Security number, and the city and state they were born. After being fingerprinted candidates will leave with a confirmation letter signed and dated by the fingerprint technician confirming they were fingerprinted. Candidates should also bring to their appointment a contact name and fax number of the school and district in which you are planning to serve your clinical experience, so Education Connection will know whom to send the fingerprint results to. Education Connection Fingerprinting Services will process and forward your fingerprints and check/money order to the proper state and federal authorities for a criminal history check, and notify the district in which you were hired that you have been fingerprinted. Once received, Education Connection will inform the district of the results of your criminal history check.

How will I be evaluated?
Candidates will be evaluated by the classroom teachers using the POST PDS DISPOSITION rubric that follows. Your host teacher will collaborate with your ED 385 instructor to complete the evaluation form by the end of your PDS experience.
NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School of Education believes that professional dispositions can also be observed in a classroom setting before fieldwork begins. The following measure of dispositions is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The School of Education is committed to the growth of candidates as well as the impact they will have beyond the classroom through “a belief that no matter what position in life one currently occupies, it is possible to improve or find greater self-fulfillment if one desires to do so” (SOE, n.d.).

Please select the setting you are evaluating:  ____ Field/Clinical  ____ Classroom

Please select your role:  _____ Supervising (host or mentor) Teacher  _____ WCSU Professor (Seminar or Class)

<table>
<thead>
<tr>
<th>Pre-PDS Disposition/Criteria</th>
<th>Needs Improvement 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>Successful WCSU candidates…</td>
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<tr>
<td>1. Believe that all children can learn:</td>
<td>Candidate loses focus on learning to teach/lead; frequently dismisses or occasionally challenges feedback intended to improve candidate's work and career.</td>
<td>Candidate occasionally loses focus on learning to teach/lead; occasionally dismisses feedback intended to improve candidate's work and career.</td>
<td>Candidate frequently works in a direction focused on learning to teach/lead; politely accepts feedback intended to improve candidate's work and career.</td>
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<tr>
<td>In Class Exemplars</td>
<td>• Demonstrates learning differences (based on physical, cognitive, socio-emotional development)).</td>
<td>• Completes analysis of childhood paper</td>
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<tr>
<td>In the Field Exemplars</td>
<td>• Can articulate the strengths and needs of the child or adolescent.</td>
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<tr>
<th>2. Respect diversity and promote understanding of varied cultural traditions, individual differences, learning</th>
<th>Candidate frequently interacts with others (school professionals,</th>
<th>Candidate occasionally interacts with others (school professionals,</th>
<th>Candidate frequently interacts with others (school professionals,</th>
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<tbody>
<tr>
<td>Pre-PDS Disposition/Criteria Successful WCSU candidates…</td>
<td>Needs Improvement 1</td>
<td>Acceptable 2</td>
<td>Target 3</td>
<td>Score/Level</td>
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<tr>
<td>strengths, and needs: Respect of others</td>
<td>school support personnel, students, colleagues, etc.) in a way that shows minor insensitivity toward the effort, work, values, or diverse nature of others; or demonstrates a significant insensitivity toward the effort, work, values, or diverse nature of others; struggles to demonstrate awareness of the interconnectivity of education professionals in the schools.</td>
<td>school support personnel, students, colleagues, etc.) in a way that shows minor insensitivity toward the effort, work, values, or diverse nature of others; has difficulty demonstrating awareness of the interconnectivity of education professionals in the schools.</td>
<td>school support personnel, students, colleagues, etc.) in a way that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.</td>
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</table>

In Class Exemplars
- Addresses all colleagues appropriately.
- Compliments other students (“that’s a great idea”).
- Uses humor appropriately.
- Expresses understanding, sympathy, empathy, and concern.
- Provides other students with relevant information / resources “I have a great article for you”.
- Is respectful when classmates ask questions seeking clarification of course content.
- Responsive to classmates’ request for assistance.

In Field Exemplars
- Consistently solicits and uses input and feedback.
- Demonstrates respect for diverse languages and dialects by not overcorrecting

3. Demonstrate commitment to the profession of teaching, the success of their students, and school improvement: Enthusiasm

Candidate frequently focuses on negative aspects of teaching and learning to teach/lead; declines to accept tasks; attempt to bring negative beliefs

Candidate occasionally focuses on negative aspects of teaching and learning to teach/lead; accepts tasks in an obligatory manner; rarely impacts others’ notions of teaching and learning.

Candidate frequently exhibits a positive outlook about teaching and learning to teach/lead; willingly accepts tasks; able to talk positively to others about teaching and
<table>
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<tr>
<th>Pre-PDS Disposition/Criteria</th>
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<th>Target</th>
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<tbody>
<tr>
<td>Successful WCSU candidates…</td>
<td>to others’ notions.</td>
<td>learning.</td>
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</table>

| In Class Exemplars | | | | |
| Ready, willing and enthusiastic about learning. | Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings). | Readily accepts necessary changes in course schedules |

| In Field Exemplars | | | | |
| Participates in both independent and group work. | Collects and uses data from multiple sources |

| 4a. Exercise sound judgment and/or ethical professional behavior: Participation | | | | |
| Candidate misses several meetings and/or classes; fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate). | Candidate misses several meetings and/or classes, or fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate). | Candidate attends most meetings and/or classes, provides timely and reasonable notice for missed meetings, and works independently to make-up missed work (when appropriate). |

| In Class Exemplars | | | | |
| Willing to work/collaborate with any classmate. | Readily works on small group projects/papers. | Readily participates in class discussions. | Attentive in class, including taking notes when necessary. |
| Utilizes WCSU technological resources as assigned/required (e.g. monitor WCSU e-mail, participate in discussion boards, course website, Tk20). | Integrates technology meaningfully into class presentations and class work. | Uses technology-based collaboration tools. | Makes proactive attempts to understand expectations of course. |
| Seeks help and direction from the instructor and classmates to be successful in course. |

| In Field Exemplars | | | | |
| Can articulate why a specific technology has effectively used as a vehicle for instruction in the classroom. | Differentiates between having technology and using technology to promote and support student learning. |

<p>| 4b. Exercise sound judgment and ethical professional behavior: Punctuality | | | | |
| Candidate is consistently not on-time for several meetings or consistently fails to meet many deadlines; not providing timely or reasonable notice | Candidate is not on-time for some meetings or fails to meet some deadlines; not providing timely or reasonable notice | Candidate is on-time for most meetings or adheres to most deadlines; providing timely and reasonable notice |</p>
<table>
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<tr>
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<tbody>
<tr>
<td>Successful WCSU candidates…</td>
<td>deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work independently to make-up missed work (when appropriate).</td>
<td>for late attendance or work, may fail to work independently to make-up missed work (when appropriate).</td>
<td>notice for late attendance or work, and working independently to make-up missed work (when appropriate).</td>
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</table>

In Class Exemplars
- Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time.)

In Field Exemplars
- Is on time
- Frames needs as positive and solution driven, with realistic timelines.

| 4d. Exercise sound judgment and ethical professional behavior: | Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs; candidate exhibits unacceptable skills to enhance "spoken words" such as eye-contact and listening. Occasionally, candidate is not receptive to feedback or fails at attempts to improve. | Occasionally, candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; or candidate occasionally exhibits unacceptable skills to enhance "spoken words" such as eye-contact and listening. In all situations, candidate is receptive to feedback and attempts to improve. | In all spoken communications, candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; and candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. | |

*Verbal Communication*

In Class Exemplars
- Makes only positive comments about classmates and faculty members.
- Effectively communicates using professional language.
<table>
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<tr>
<th>Pre-PDS Disposition/Criteria Successful WCSU candidates…</th>
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<tbody>
<tr>
<td>In Field Exemplars</td>
<td>Proactively communicates with all stakeholders.</td>
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<td>Consistently solicits and uses input and feedback.</td>
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<td></td>
<td>Communications are professional, positive, and maintain the best interests of students.</td>
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4e. Exercise sound judgment and ethical professional behavior:  
*Written communication*

| Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs. Occasionally, candidate is not receptive to feedback or fails at attempts to improve. | In all written communication (formal and informal), candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs. In all situations, candidate is receptive to feedback and attempts to improve. | In all written communication (formal and informal), candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs. |

4f. Exercise sound judgment and ethical professional behavior:  
*Non-verbal communication*

| Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or frequently uses non-verbal cues | Candidate occasionally exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or occasionally uses non-verbal cues indicating a negativity. | Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he is positively receiving information and uses these |

In Class Exemplars  
- Assignments are professional in appearance using appropriate style guidelines.  
- Seeks source material beyond those assigned.

In Field Exemplars  
- Proactively communicates with all stakeholders.  
- Consistently solicits and uses input and feedback.  
- Communications are professional, positive, and maintain the best interests of students.
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<td>indicating a negativity.</td>
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<td>same non-verbal skills in discussions.</td>
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In Class Exemplars
- Actively listens when classmates contribute in class.
- Actively works to understand opposing views through attentive listening.

In Field Exemplars
- Relates teaching to real-world issues

4g. Exercise sound judgment and ethical professional behavior:

**Respect for leadership**
- Candidate frequently uses minor inappropriate communication or interactions, or provides significant inappropriate communication or interactions, when working with supervisors or other educational leaders.
- Candidate occasionally uses minor inappropriate communication or interactions when working with supervisors or other educational leaders.
- Candidate frequently uses appropriate communication and interactions when working with supervisors and other educational leaders.

In Class Exemplars
- Accepts constructive criticism and input from faculty.
- Incorporates suggestions for improvement into assignments and/or class performance.
- Schedules personal commitments so as not to conflict with class meetings and assignment completion.
- Arrives at class on time and remains engaged for the duration of the class.
- Adheres to the policies outlined in student handbook and SCSU undergraduate/graduate catalog.
- Makes proactive attempts to understand expectations of course.
- Seeks help and direction from the instructor and classmates to be successful in course.
- Assignments are professional in appearance using appropriate style guidelines.
- Represents own work and activities accurately.

In Field Exemplars
- Collects and uses data from multiple sources.
- Cites sources of information

5b. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment:
- Candidates do not treat student information and data responsibly and/or with respect.
- Candidates treat student information and data responsibly.
- Candidates demonstrate confidentiality in the responsible use of student information and data.
<table>
<thead>
<tr>
<th>Pre-PDS Disposition/Criteria</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful WCSU candidates…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Adherence to legal and ethical guidelines (confidentiality)

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>In Class Exemplars</th>
<th>In Field Exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Demonstrates respect of others and their personal information</td>
<td>- Demonstrate confidentiality in use of student information</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate confidentiality in the use of student data</td>
<td></td>
</tr>
</tbody>
</table>

### 6a. Practice reflection:

#### Ability to self-monitor (patience, control of emotions)

<table>
<thead>
<tr>
<th>Score/Level</th>
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<th>In Field Exemplars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, supervisor) for negative results.</td>
<td>- Self-reflective of work for personal improvement</td>
</tr>
<tr>
<td></td>
<td>- Evaluates own performance when prompted, with little attention to key issues. Occasionally offers excuses/assigns blame to others (e.g., students, parents, colleagues, supervisor) for negative results.</td>
<td>- Analyze work for improvement</td>
</tr>
<tr>
<td></td>
<td>- Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.</td>
<td>- Positive response to constructive criticism</td>
</tr>
</tbody>
</table>

### In Class Exemplars

- Self-reflective of work for personal improvement
- Analyze work for improvement
- Positive response to constructive criticism

### In Field Exemplars

- Self-reflective to promote improvement in student performance
- Self-reflective to promote improvement in course/program
- Self-reflective to promote school improvement