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

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Conceptual Framework for Education Programs at WCSU

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))
FREQUENTLY ASKED QUESTIONS

What are the WCSU Education Courses PDS Students Take in Coordination with Two Week Fieldwork Experience (ED 386)?

- ED 385 Methods of Teaching in the Secondary Schools
- EPY 405 Introduction To Special Education
- ED 440 Integrating Language Across Content Areas

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 online application via TK20 which is reviewed by the content area Coordinator or Department Chair and may also be forwarded for review by other interviewing faculty members. You will provide some basic information, upload PRAXIS I and II test scores, reference letters and other documentation required on the application. You will also compose a well written essay on about an education-related topic.

If my application is accepted, what happens next?
You will be notified via email that you can complete the first part of the interview on TK 20, where you write your responses to a series of prompts about your content knowledge and understanding of what it takes to be an effective teacher. Your responses will serve as the springboard for the face to face interview exchange with content area faculty.
**Who sets up the face-to-face 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 follow up questions and expected to provide details, based on your written interview responses, about your discipline-specific courses, your experience working with children and teens, and your attitudes about teaching, and current educational issues which cover the following categories: Diversity, Unity, Leadership, Content Knowledge, Reflective Practitioner.

**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 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. You will receive an email notifying you to come to the Education Office on the West Side campus to pick up your signed permission to register form for the Fall 2014 Professional Development Semester courses. You will take that letter to the Registrar's Office in person to register for all PDS courses. You will NOT be able to register online for PDS 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)*

**Will I be able to meet my mentor teachers before I start PDS?** A specific date during November will be designated for all PDS candidates to meet their assigned mentor Bethel teachers for a brief introduction period and time to ask questions. The PDS Coordinator, Richard Bellesheim, will communicate this information to all PDS candidates as soon as the date, time and location has been confirmed.
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 does the field experience schedule look like during the Fall semester?
Week 1-5 Fridays only at Bethel Middle School (7:35am-2:15pm)
Week 6 M-F at Bethel Middle School (7:35am-2:15pm)
Week 7-12 Fridays only at Bethel High School (8:15am-2:45pm)
Week 13 M-F at Bethel High School (8:15am-2:45pm)

During the full week at Bethel Middle School, two seminars are conducted by BMS administrators after school on-site, which all student candidates are required to attend. Then again during the full week PDS field experience at Bethel High School, two seminars will be scheduled after school and all PDS candidates are required to attend.

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 Dr. Robin James, 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?
The ED 385 instructor, Professor Michael, will be guiding your PDS field experience with specific tasks that will allow you to connect your classroom time to your course work. Your content methods instructor will also be working closely with you on the culminating 10 lesson Capstone final project and you will be using examples from your field experience during course discussions and assignments. You will be completing a capstone unit project which will involve working closely with your Bethel mentor teachers to plan and implement lessons collaboratively, using the Bethel district’s curriculum. 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 as well as after 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). Facilitating small group discussions, providing individual differentiated instructional support or managing collaborative tasks is frequently encouraged. Each student needs to plan to teach at least one lesson during each full week of the PDS 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. The specific integration of any activities 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 at the middle school and one lesson at the high school
- 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.
- 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 versa 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 The 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 Teacher_____ WCSU Professor

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<tr>
<th>Pre-PDS Disposition/Criteria Successful WCSU candidates…</th>
<th>Needs Improvement 1</th>
<th>Acceptable 2</th>
<th>Target 3</th>
<th>Score/Level</th>
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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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In Class Exemplars
- Demonstrates learning differences (based on physical, cognitive, socio-emotional development)).
- Completes analysis of childhood paper

In the Field Exemplars
- Can articulate the strengths and needs of the child or adolescent.

| 2. Respect diversity and promote varied cultural traditions, individual differences, learning strengths, and needs: Respect of others | Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows minor insensitivity | Candidate occasionally interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows minor insensitivity | Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows sensitivity |             |
## Pre-PDS Disposition/Criteria
Successful WCSU candidates…

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<th>Needs Improvement</th>
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### Needs Improvement
- 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.

### Acceptable
- Toward the effort, work, values, or diverse nature of others; has difficulty demonstrating awareness of the interconnectivity of education professionals in the schools.

### Target
- Toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.

### 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 to others' notions.

- 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 learning.

### In Class Exemplars
- Ready, willing and enthusiastic about learning.
- Prepared to engage in the learning activities of the course (e.g., has necessary
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<th>Pre-PDS Disposition/Criteria</th>
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<tbody>
<tr>
<td>Successful WCSU candidates…</td>
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<tr>
<td>In Field Exemplars</td>
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<tr>
<td>• Participates in both independent and group work.</td>
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<td>• Collects and uses data from multiple sources</td>
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<td>4a. Exercise sound judgment and/or ethical professional behavior:</td>
<td>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).</td>
<td>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).</td>
<td>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).</td>
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<tr>
<td>Participation</td>
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<tr>
<td>In Class Exemplars</td>
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<tr>
<td>• Willing to work/collaborate with any classmate.</td>
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<td>• Readily works on small group projects/papers.</td>
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<td>• Readily participates in class discussions.</td>
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<td>• Attentive in class, including taking notes when necessary.</td>
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<td>• Utilizes WCSU technological resources as assigned/required (e.g. monitor WCSU e-mail, participate in discussion boards, course website, Tk20).</td>
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<td>• Integrates technology meaningfully into class presentations and class work.</td>
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<td>• Uses technology-based collaboration tools.</td>
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<td>• Makes proactive attempts to understand expectations of course.</td>
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<td>• Seeks help and direction from the instructor and classmates to be successful in course.</td>
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<tr>
<td>In Field Exemplars</td>
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<tr>
<td>• Can articulate why a specific technology has effectively used as a vehicle for instruction in the classroom.</td>
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<td>•Differentiates between having technology and using technology to promote and support student learning.</td>
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<td>4b. Exercise sound judgment and ethical professional behavior:</td>
<td>Candidate is consistently not on-time for several meetings or consistently fails to meet many deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work</td>
<td>Candidate is not on-time for some meetings or fails to meet some 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>Candidate is on-time for most meetings or adheres to most deadlines; providing timely and reasonable notice for late attendance or work, and working independently to make-up missed work (when appropriate).</td>
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<tr>
<td>Punctuality</td>
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<td>Pre-PDS Disposition/Criteria Successful WCSU candidates…</td>
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<td>independently to make-up missed work (when appropriate).</td>
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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:

**Verbal Communication**

<p>| 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 &quot;spoken words&quot; 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 &quot;spoken words&quot; 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 &quot;spoken words&quot; such as eye-contact and listening. |</p>
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<tr>
<td>4e. Exercise sound judgment and ethical professional behavior:</td>
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<td>2</td>
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<td>Score/Level</td>
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<td><strong>Written communication</strong></td>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td><strong>In Class Exemplars</strong></td>
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<td>• Assignments are professional in appearance using appropriate style guidelines.</td>
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<td>• Seeks source material beyond those assigned.</td>
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<td><strong>In Field Exemplars</strong></td>
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<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>• Communications are professional, positive, and maintain the best interests of students.</td>
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<td>4f. Exercise sound judgment and ethical professional behavior:</td>
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<td><strong>Non-verbal communication</strong></td>
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<td>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 indicating a negativity.</td>
<td>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.</td>
<td>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 same non-verbal skills in discussions.</td>
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<tr>
<td><strong>In Class Exemplars</strong></td>
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<td>• Actively listens when classmates contribute in class.</td>
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12
<table>
<thead>
<tr>
<th>Pre-PDS Disposition/Criteria Successful WCSU candidates…</th>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score/Level</th>
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</thead>
<tbody>
<tr>
<td>• Actively works to understand opposing views through attentive listening.</td>
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<tr>
<td>In Field Exemplars • Relates teaching to real-world issues</td>
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<td>4g. Exercise sound judgment and ethical professional behavior: Respect for leadership</td>
<td>Candidate frequently uses minor inappropriate communication or interactions, or provides significant inappropriate communication or interactions, when working with supervisors or other educational leaders.</td>
<td>Candidate occasionally uses minor inappropriate communication or interactions when working with supervisors or other educational leaders.</td>
<td>Candidate frequently uses appropriate communication and interactions when working with supervisors and other educational leaders.</td>
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<tr>
<td>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.</td>
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<tr>
<td>In Field Exemplars • Collects and uses data from multiple sources. • Cites sources of information</td>
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<td>5b. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: Adherence to legal and ethical guidelines (confidentiality)</td>
<td>Candidates do not treat student information and data responsibly and/or with respect.</td>
<td>Candidates treat student information and data responsibly.</td>
<td>Candidates demonstrate confidentiality in the responsible use of student information and data.</td>
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</tr>
<tr>
<td>In Class Exemplars • Demonstrates respect of others and their personal information</td>
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<td></td>
</tr>
<tr>
<td>In Field Exemplars • Demonstrate confidentiality in use of student information</td>
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### Pre-PDS Disposition/Criteria
Successful WCSU candidates…

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<td>1</td>
<td>2</td>
<td>3</td>
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</table>

- Demonstrate confidentiality in the use of student data

### 6a. Practice reflection:
**Ability to self-monitor (patience, control of emotions)**

| 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. | 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. | 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. |

### 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
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