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

Department of Education and Educational Psychology
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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).

Expertise in content knowledge
Diversity
Unity
Classroom and school leadership
Attitudes
Technology
Organize knowledge/ facilitate learning
Reflective Practitioner

The vision of the Western Connecticut State University (Western) Education Unit is reflected in the term **EDUCATOR** (**E**xpertise in content knowledge, **D**iversity, **U**nity, **C**lassroom and school leadership, **A**ttitudes, **T**echnology, **O**rganize knowledge and facilitate learning, **R**eflective 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)

Mission Statement and Objectives

The mission of the Education and Educational Psychology Department is to prepare candidates for careers in teaching and counseling professions. We believe in initiating and maintaining professional relationships with the broader educational community and are committed to the continuous support and development of cooperative projects and services with area schools and community agencies. We embrace the broader mission of Western Connecticut State University to empower students to "…attain the highest standards of academic achievement…personal development, and ethical conduct." Candidates in our teacher and counselor preparation programs must achieve the following objectives:

1. demonstrate academic competence in their selected fields;
2. complete a general program of studies (in Education) in addition to a recommended content area major other than Education;
3. know the historical, social, economic, political, comparative and philosophical foundations of education or school counseling;
4. understand the variety of patterns of human growth and development;
5. value and infuse cultural diversity;
6. demonstrate a proficiency in and working knowledge of the Connecticut Common Core of Teaching (with the embedded Connecticut Competency Instrument), Connecticut Common Core of Learning, Curriculum Frameworks K-12, the Connecticut Code of Professional Responsibility, and effective practices in the profession;
7. demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and;
8. demonstrate the ability to incorporate appropriately the use of technology in instructional practice.

FREQUENTLY ASKED QUESTIONS

What is the Professional Development Semester (PDS)?
The Professional Development Semester takes place during the semester immediately preceding student teaching. In ED 386 candidates spend several days in public school classrooms where they observe, assist, participate in professional development seminars, and teach in coordination with their pedagogical methods coursework. This is an opportunity to learn about and develop skills in classroom management, assessing student needs and providing effective instruction, as well as to become familiar with school culture and experience the collegiality of working with exceptional teachers. The culminating clinical experience for student teacher candidates involves full participation in the classroom as a student teacher.

What are the Secondary Education PDS schools?
All secondary PDS students will be assigned to a host teacher in Bethel Middle School and Bethel High School.

What are the WCSU education courses PDS students take in coordination with 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*

What is the 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:
- Preparing sequential middle school and high school lesson plans as part of the capstone final project that meet selected objectives and demonstrate effective teaching strategies; you will teach at least one lesson in each school.
- Using technology to create a collaboratively developed presentation that will demonstrate knowledge of pedagogy.
- Developing classroom management strategies that are conducive to an interactive classroom that incorporates Common Core State Standards.
- Interviewing teachers and/or support personnel (e.g., counselors, psychologists, social workers, occupational and physical therapists) regarding their roles and functions.
- Assisting the mentor teacher in providing appropriate modifications, accommodations, and specialized instruction for English Language Learners and for students with disabilities.

How do I apply for admission to the Professional Development Semester?
You must submit a completed PDS online application via TK20 by April 1 of your junior year. The application 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 and upload your PRAXIS Core (formerly PRAXIS I) and PRAXIS Subject Assessment (formerly PRAXIS II) exam scores (Spanish candidates take the ACTFL OPI and WPI in lieu of the PRAXIS Subject Assessment exam).

If my application is accepted, what happens next?
You will be notified via email by your content area liaison or department chair that you will be moving forward in the interview process. You must complete a case study prompted writing task *in person* that demonstrates your written communication skills (e.g., organization, coherence, development of ideas, grammar). You may be required to come to campus to complete a case study based writing task prior to your interview date, or this writing task session may be scheduled just prior to your oral interview.

What will I be asked during the oral interview?
You will be asked to share your insights on best practices in teaching and learning. You may be asked about what you learned in your education and content area courses to prepare you for entering your Professional Development Semester. You may also be asked to complete a performance task or respond to a specific question that demonstrates your basic understanding of 7-12 content knowledge or even your ability to explain this content to potential 7-12 grade students.

What happens after the oral interview?
Within one week of the interview, you will receive an email from your content area liaison or department chair with your acceptance status. You may be accepted, conditionally accepted or rejected. You will need to pick up a hard copy *Permission to Register* form that you must complete and submit to the Registrar's Office in Old Main to enroll in the 13 credit hours of coursework the following fall. If conditionally accepted due to not passing your PRAXIS Subject Assessment or ACTFL OPI/WPI exams, then you will be allowed to register for PDS courses with the understanding that you may be removed from these courses before the start of the fall semester if all conditions are not met. If conditionally accepted due to a question about maintaining your 3.0 cumulative GPA, 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. Any candidate who does not have a 3.0 GPA, with at least a grade of B or higher in ED 206, HPX 215 and EPY 204/ED212, will be removed from the active PDS candidate list. If you are not fully accepted into PDS by August of your senior year, your options include appealing to the Education & Educational Psychology Department Chair, reapplying the following April, or you may be advised to change your major from education to a BA in your content area.

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 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?
A minimum grade of B is required in all PDS courses to move on to student teaching in the spring.

How are PDS field experience placements with mentor teachers determined?
The PDS coordinator works with Bethel Middle School and Bethel High School administrators to pair student candidates with public school teachers for the duration of the field experience. (*Note: due to availability of teachers, health and music candidates may be placed at Danbury High School or other area schools*)

When will I meet my Bethel schools mentor teachers?
All PDS students will meet their Bethel Middle School host teacher following a brief orientation on the first day spent at BMS. You will meet your high school mentor upon the conclusion of the full week experience in the middle school.

What does the field experience schedule look like during the Fall semester?
Weeks 3-6   Thursdays only at Bethel Middle School (8:15am-2:45pm)
Week 8   M-F at Bethel Middle School (8:15am-2:45pm)
Week 9-12   Thursdays only at Bethel High School (7:35am-2:15pm)
Week 14   M-F at Bethel High School (7:35am-2:15pm)

During the full week at Bethel Middle School, three 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, three seminars will be scheduled after school which all PDS candidates are required to attend.

What happens if I have to be absent on a scheduled PDS day?
Notify both the mentor teacher and PDS coordinator that you will be absent. All absences must be made up; the make-up day for missing a class should be the following Monday after the absence. Please contact the PDS Coordinator and your mentor teacher to confirm that this is an acceptable make-up day. 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 thereafter. Also, be aware of the media through which weather-related school cancellations will be announced. The default 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 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 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. 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. 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 middle school setting and one week in a high 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?
- Model professional behavior and exemplary instructional practices.
- 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 regard to school policies and rules concerning classroom management and discipline.
- Allow and encourage the student candidate to be involved in the classroom setting.

What are the responsibilities of the PDS Coordinator?
The PDS Coordinator serves as the WCSU 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. S/he, in consultation with school personnel, oversees the placement of student candidates in classrooms and orients candidates, university faculty and the public school mentor teachers to the PDS experience.

What are the responsibilities of the WCSU faculty?
University faculty prepare the student candidates for the PDS in the professional semester methods courses. They visit the public school classrooms in which their students have been placed at least twice during the PDS Experience (minimum of one visit to middle school, one visit to high school). Following the full-week experience at each school, 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. *Education Connection* is the Regional Education Service Center which supports school districts in Western Connecticut. 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/ED 212 courses). Information and instructions may be found on the *Education Connection* website: http://educationconnection.org/school-services/fingerprinting-services/

Please note that the $36.00 fee is payable to *Education Connection* via bank check or money order only. No personal checks, debit cards or credit cards are accepted. All candidates will need to have a photo ID (e.g., driver's license) and provide their Social Security number and place of birth. After being fingerprinted, candidates will leave with a confirmation letter signed and dated by the fingerprint technician confirming they were fingerprinted. You should also bring to your appointment a contact name and fax number of the school and district in which you are planning to serve your field experience, so *Education Connection* will know to whom they will be sending the fingerprint results. 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 will be working 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 *Initial Program Prior to Student Teaching Disposition Instrument* rubric on the following pages.

CAEP Initial Program Dispositions – Prior to Student Teaching

Revised 02/1/16

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
1.Believe that all children can learn:	Candidate does not work in a direction focused on helping all children learn; frequently dismisses or occasionally challenges feedback intended to improve his/her professional practice. Does not implement suggestions for change.	Candidate inconsistently works in a direction focused on helping all children learn teach/lead; accepts feedback intended to improve his/her professional practice but may have difficulty implementing suggestions even when given help.	Candidate consistently works in a direction focused on helping all children learn and actively seeks to improve his/her practice via acceptance and implementation of feedback. May occasionally have difficulty implementing suggestions without help.	Candidate consistently works in a direction focused on helping all children learn and actively seeks to improve his/her professional practice via acceptance and implementation of feedback. In addition, candidate seeks out professional development opportunities to enhance his/her practice.	
		In Class Exemplars - Can articulate learning differences (based on exceptionalities, ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) - Demonstrates varied instructional approaches that match the learning styles of students, differentiating instruction, evidence of high-quality best-practice instructional strategies and approaches in the Teacher Work Sample			
		In the Field Exemplars (Student Teaching) - Can articulate the strengths and needs of the students - Plans demonstrate a clear connection with identified strengths and needs - Designs learning activities that foster the active construction of knowledge			
2.Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs:	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows insensitivity toward	Candidate usually interacts with others (school professionals, school support personnel, students, colleagues, etc.) with sensitivity toward the effort, work, values, or diverse nature of	Candidate consistently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way	Candidate consistently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows	

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/Level
Respect of others	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.	others; may inadvertently show insensitivity based on lack of knowledge about diverse populations but is able to correct deficiencies in this area when they are pointed out to him/her. Demonstrates awareness of the interconnectivity of education professionals in the schools.	that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.	sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools. In addition, candidate actively seeks out opportunities to learn more about diversity and is an advocate for diversity in the school and community.	

	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
	• Demonstrates respect for diverse languages and dialects by not overcorrecting • Integrates diversity actively, combating the marginalization of groups or individuals • Identifies and appreciates the varied contributions of individuals to create an inclusive climate • Seeks to integrate diverse languages and dialects into his/her instructional practice to engage students in learning • Gives appropriate and specific feedback

Pre-Student Teaching Disposition/Criteria	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/Level
3.Demonstrate commitment to the profession of teaching, the success of their students, and	Candidate does not demonstrate enthusiasm about teaching/learning; frequently focuses on negative	Candidate usually demonstrates enthusiasm for teaching/learning ; usually focuses on positive	Candidate consistently demonstrates enthusiasm about teaching/learning; always accepts	Candidate consistently demonstrates enthusiasm about teaching/learning, always accepts	

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
school improvement: *Enthusiasm*	aspects of teaching and learning to teach/lead; declines to accept tasks; attempt to bring negative beliefs about teaching and learning to conversations with others.	aspects of the profession but may express doubts about his/her commitment to the profession; accepts tasks; usually has positive impact on others' notions of teaching and learning.	tasks; always able to talk positively to others about the profession and the possibilities for the success of their students and school improvement.	tasks; always able to talk positively to others about the profession and the possibilities for the success of their students and school improvement. In addition, reaches out to colleagues who are discouraged about the profession and tries to help them focus on the positive and remedy situations that are leading to a negative outlook.	
	In Class Exemplars - Expresses enthusiasm for learning - Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings). - Demonstrates flexibility - Demonstrates readiness for learning				
	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 and Punctuality*	Candidate misses several meetings and/or classes and/or fails to attend meetings or consistently fails to meet many deadlines; often fails to provide timely or reasonable notice for lateness or missed meetings, or does not independently make-up missed work, even when	Candidate attends most meetings and/or classes and is usually on time for meetings; adheres to most deadlines; sometimes fails to provide timely or reasonable notice for lateness or missed meetings, and may need reminders or prompting to hand things in or make up missed work (when appropriate).	Candidate attends almost all meetings and/or classes, is on time for most meetings; meets deadlines; provides timely and reasonable notice for missed meetings, and works independently to make up missed work	Candidate attends almost all meetings and/or classes, is always on time for meetings; consistently meets deadlines; provides timely and reasonable notice for missed meetings, and works independently to make up missed work (when appropriate). In	

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
	reminded or prompted to do so (when appropriate).		(when appropriate).	addition, candidate takes on leadership roles or additional responsibilities, such as volunteering to serve as chairperson or on subcommittees as needed	

In Class Exemplars
- Willing to work/collaborate with classmates beyond the classroom
- Readily works on small group projects/papers
- Readily participates in class discussions
- Attentive in class, including taking notes when necessary
- Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time)
- 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
- Is on time
- Incorporates available technology into teaching and learning activities
- Stays current with technology
- Differentiates between having technology and using technology to promote and support student learning

| 4b.Exercise sound judgment and ethical professional behavior: *Personal Presentation* | Candidate does not dress appropriately for professional situations (or mock professional situations) and ignores or does not follow guidance concerning appropriate dress. | Candidate inconsistently dresses appropriately for professional situations (or mock professional situations); however, accepts guidance concerning | Candidate usually dresses appropriately for professional situations (or mock professional situations), and accepts guidance concerning appropriate dress if needed. | Candidate always dresses acceptably for professional situations (or mock professional situations). Seeks out guidance on professional dress as needed. | |

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
		appropriate dress..			
	In Class Exemplars • Dress according to the professional standards at WCSU • Professional demeanor is presented • Maintains a high level of professionalism				
	In Field Exemplars • Professionally dressed • Professional demeanor is presented • Maintains a high level of professionalism				
4c. Exercise sound judgment and ethical professional behavior: *Verbal Communication*	Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, 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.	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; or candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Candidate is receptive to feedback but may need support and help to make improvements.	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. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements.	In all spoken communications, candidate consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs; and candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive verbal communication in his or her school or class and is involved in helping others improve verbal communication.	

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
	In Class Exemplars • Makes only positive comments about classmates and faculty members • Effectively communicates using professional language				
	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 • Relates teaching to real-world issues				
4d. Exercise sound judgment and ethical professional behavior: *Written communication*	In written communication, candidate often uses unacceptable language for given situations, including but not limited to grammar, vocabulary, use of colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs. Candidate is often not receptive to feedback or fails at attempts to improve.	In written communication (formal and informal), candidate uses some 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. Candidate is receptive to feedback but may need help and support to make improvements.	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. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements.	In all written communication (formal and informal), candidate consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive written communication in his or her school or class and is involved in helping others improve written communication.	
	In Class Exemplars • Assignments are professional in appearance using appropriate style guidelines • Seeks source material beyond those assigned • Takes initiative to address suggestions				

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
	In Field Exemplars • Collects and uses data from multiple sources • Proactively communicates with all stakeholders • Consistently solicits and uses input and feedback • Communications are professional, positive, and maintain the best interests of students				
4e.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 indicating a negativity. Candidate is often not receptive to feedback or fails at attempts to improve.	Candidate sometimes exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.). Candidate is receptive to feedback but may need help and support to make improvements.	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. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements.	Candidate consistently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicate (s)he is positively receiving information and uses these same non-verbal skills in discussions. . In addition, candidate actively strives to foster a culture of sensitive communication in his or her school or class. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive non-verbal communication in his or her school or class and is involved in helping others improve their nonverbal communication.	
	In Class Exemplars • Actively listens when classmates contribute in class • Actively works to understand opposing views through attentive listening				
	In Field Exemplars				

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
	• Demonstrates appropriate body language • Demonstrates appropriate eye contact				
5. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: *Adherence to legal and ethical guidelines (confidentiality)*	Candidate is unaware of or ignores legal and ethical guidelines dealing with confidentiality of student information, including data. Does not treat student information and data responsibly.	Candidate is developing a knowledge of legal and ethical guidelines dealing with confidentiality of student information, including data; may not always apply this knowledge and may violate confidentiality when dealing with student information and data. Accepts feedback but may need help and support to make corrections.	Candidate understands and consistently adheres to ethical guidelines dealing with confidentiality of student information, including data. May inadvertently violate confidentiality but accepts feedback and independently corrects behavior.	Candidate understands and consistently adheres to ethical guidelines dealing with confidentiality of student information and data. In addition, candidate seeks to stay abreast of changes in legal and ethical guidelines affecting his/her professional practice and reports breaches of which he/she becomes aware to the appropriate authority.	
	In Class Exemplars • Demonstrates respect of others and their personal information				
	In Field Exemplars • Demonstrates confidentiality in use of student information • Demonstrates confidentiality in the use of student data				
6a.Practice reflection: *Ability to self-monitor (patience, control of emotions)*	Candidate does not evaluate own performance (e.g., interactions, written work, test results) and is unable to provide any substantive suggestions for positive self-improvement and/or fails to see the need for	Candidate is sometimes able to evaluate his/her own performance (e.g., interactions, written work, test results) with a critical lens; may need considerable help from others to generate potential	Candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens; may need minimal help from others to generate potential improvements or revisions, and	Candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, independently generates potential improvements or revisions, and applies them to	

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
	positive change. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results.	improvements or revisions, and apply them to future performance. Is usually open-mined and positive when receiving feedback from others; may need support and supervision in order to act on suggestions for change.	apply them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions for change independently.	future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions for change independently. In addition, shares what he/she has learned from the reflective process with colleagues and mentees.	

In Class Exemplars
• Demonstrates self-reflection and self-improvement through written communication (i.e. e-mail, journals, ePortfolio submissions)

In Field Exemplars
• Consistently solicits and uses input and feedback.
• Models reflective practice (praxis), sharing insights from one's own experiences.

7. Demonstrate leadership in support of student learning: *Initiative and Ability to Lead*	Candidate has difficulty connecting concepts and applications; candidate's opinions and talents are rarely, if ever, accepted and acted on by colleagues.	Candidate sometimes draws connections between concepts and applications; candidate's opinions and talents are sometimes accepted and acted on by colleagues.	Candidate consistently draws connections between concepts and applications; candidate's opinions and talents are often accepted and acted on by colleagues.	Candidate consistently draws connections between concepts and applications; candidate's opinions and talents are often accepted and acted on by colleagues. In addition, candidate actively seeks out leadership opportunities.	

In Class Exemplars
• Accepts request to collaborate with others
• Offers to collaborate with others
• Stays on-topic in classroom discussions (no chatting with friends)
• Draws other students into discussion

Pre-Student Teaching Disposition/Criteria Successful WCSU candidates…	Below Standard 1	Developing 2	Proficient 3	Exemplary 4	Score/ Level
		• Demonstrates leadership			
		In Field Exemplars • Speaks supportively of WCSU • Constructively criticizes WCSU • Constructively represents WCSU to outside organizations and the community • Belongs to and participates in professional organizations			

Education Department Administrative Contacts

Professor Jeffrey Jaslow, Coordinator, Undergraduate Secondary Education Program & Coordinator of Professional Development Experience (ED386)
TEL#: (203) 837-8676
E-mail: jaslowj@wcsu.edu

Ana Cangialosi, Secretary, Department of Education and Educational Psychology Main Office TEL #: (203) 837-8510
E-mail: cangialosia@wcsu.edu

Dr. Catherine O'Callaghan, Chairperson, Department of Education and Educational Psychology TEL #: (203) 837-3267
E-mail: ocallaghanc@wcsu.edu

Dr. Tony Unger, TK 20 Coordinator, Department of Education and Educational Psychology TEL #: (203) 837-8951
E-mail: ungert@wcsu.edu

Content Area Administrative and Faculty Contacts

Dr. Galina Bakhtiarova, Spanish Department Chair (ED448) E-mail: aguadod@wcsu.edu

Dr. David Burns, Math Department E-mail: burnsd@wcsu.edu

Dr. Donald Gagnon, English Department Chair E-mail: gagnond@wcsu.edu

Dr. Jennifer Duffy, History Department Co-Chair E-mail: duffyj@wcsu.edu

Professor Laurence Friedman, Secondary Education History Instructor (ED441) E-mail: friedmanl@wcsu.edu

Dr. Pauline Goolkasian, Secondary Education Special Education Instructor (ED405) E-mail: GoolkasianP@bethel.k12.ct.us

Dr. Becky Hall, Secondary Education Mathematics Liaison (ED449) E-mail: hallb@wcsu.edu

Professor Rita Ferri, Secondary Education Methods Course Instructor (ED385) E-mail: ferrir@wcsu.edu

Dr. Kristy Zaleta, Secondary Education Science Methods Course Instructor (ED442) E-mail: zaletak@wcsu.edu

Professor Danielle Troetti, Secondary Education English Methods Course Instructor (ED447) E-mail: troettid@bethel.k12.us.ct

Dr. Darla Shaw, Secondary Education Literacy Across Content Course Instructor (ED 440) E-mail: dshaw@wcsu.edu