ELEMENTARY EDUCATION HANDBOOK

Western Connecticut State University (WCSU) Education and Educational Psychology (E&EPY) Department

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Purpose of Handbook

The purpose of this handbook is to provide students with information and guidance about the elementary education Interdisciplinary Major (IDM). Additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared). If such requirements are imposed by outside licensing or accrediting agencies, a plan of study may be revised to reflect such changes.

The Interdisciplinary Major (IDM) was developed in response to local, state, and federal standards and feedback from public school partners. With emphasis on the Common Core State Standards and STEM, this elementary teacher education program ready's teacher candidates to meet the academic needs of today's youth. The IDM represent a dramatic shift in teacher training while maintaining the integrity of the major. It reflects the direction of our accrediting body in shifting to a more clinical hands-on model. IDM focuses on math, literacy, and science. It incorporates current research in the field for best practices in learning and teaching, inquiry, and pedagogical strategies, while addressing the change to competence based learning. These types of university partnerships promote school improvement and shared decision making at all levels. The IDM program faculty include professors, practicing teachers, specialists, and principals who teach math, language arts, science, social studies, and special education. Having public school personnel from the field teach in the program allows for a vision, and active open communication between partners.

Conceptual Framework of the WCSU Professional Educator Program

A conceptual framework captures the shared vision of the unit, the Education and Educational Psychology Department (E&EPY), guides the activities of faculty and candidates, and becomes the vehicle through which the unit's goals are articulated to the broader community. The vision of the WCSU's Education Unit is reflected in the term, **EDUCATOR,** and the theme, ***Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century***.

EDUCATOR

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

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 diverse students in today's public schools in order to prepare all students for success in a technological, multicultural, and 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 practices, 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 quality educators for the future. (See www.wcsu.edu)

Education Department Mission Statement

The School of Professional Studies and the Education and Educational Psychology (E&EPY) Department are recognized by the Connecticut Department of Education as the principal units for the university with regard to teacher education preparation, serving to coordinate all the university's teacher education degree and related programs. The mission of the department is to prepare candidates for careers in teaching. 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 WCSU to empower students to "… attain the highest standards of academic achievement, personal development, and ethical conduct."

PROGRAM DISCLAIMER: *Please note that Connecticut teacher certification regulations are subject to change due to legislative proposals and mandates, and that the information in the catalog may not reflect the most recent modifications in the WCSU Education program. Therefore, it is imperative that students check often with their advisers and attend Education Department information sessions for updates and new requirements*

PART I: INTERDISCIPLINARY MAJOR (IDM) PROGRAM OVERVIEW

Elementary Education students will have an Interdisciplinary Major (IDM) which reflect the content of the elementary school curriculum. The IDM program is an interdisciplinary major for students interested in pursuing elementary education certification (1-6 Grades). This unique program is the first of its kind in the state of Connecticut with its concentration in math, science, and literacy, and other subjects that develop the knowledge and skill base for teaching in today's elementary schools. Designed with local school partners, graduates of the program will be equipped to teach the broad range of subjects, applying the Common Core State Standards across the content areas to impact student learning.

Designed with local school districts, the Interdisciplinary Major (IDM) program offers prospective teachers the skills they will need to achieve excellence in today's challenging classroom. The IDM's innovative curriculum design and fieldwork empowers graduates with the following:

- Knowledge of math, science, and literacy to teach the Common Core State Standards and Next Generation Science Standards
- Instructional skills to instruct elementary students in inquiry, critical thinking, literacy, and problem solving
- Integrated field experiences and clinical practice in diverse classroom settings throughout the program
- Residency experience in local school district for a year
- Nationally recognized programs with highly qualified faculty and outstanding local educators as instructors
- Personalized advisement for freshmen and transfer students in a cohort design
- Curriculum design to meet content requirements of Praxis II in Connecticut and New York State Certification exams such as the edTPA

Elementary Education Program Requirements (Grades 1-6 only)

At the end of the freshman year, students may apply to enter the Education Department. All freshman students who wish to become Education majors must demonstrate a cumulative GPA of 2.7 or higher (subject to change based on state mandates) upon completing 30 credits. The Elementary Education program at WCSU is rigorous and not all candidates applying for professional program admission are accepted. Candidates must attain a GPA of 3.0 by their senior year to enter the professional program. Students seeking admission to WCSU's elementary education certification programs must have completed and met the following criteria:

1. Pass a Connecticut state mandated basic skills examination (*PRAXIS Core)* exam for diagnostic assessment by the end of Freshmen year.
2. Present at least a 3.0 cumulative average (subject to change based on state mandates) for undergraduate courses taken prior to professional program acceptance (approximately 90 credits and reflecting courses in progress). All work done both at WCSU and other colleges will be considered in the computation of the cumulative grade point average. *Note: Students with less than a cumulative 3.0 GPA (subject to change based on state mandates) will not be admitted to or retained in the program. Once accepted as Education majors, students must continue to maintain a cumulative GPA of 3.0 or higher (subject to change based on state mandates) in order to remain in the Education program. Admission into the professional development and student teaching semesters during the senior year are also contingent on the 3.0 GPA or higher standard (subject to change based on state mandates).*
3. Complete the university's general education requirements in communication, humanities, social and behavioral sciences, natural sciences and mathematics/computer science, and exercise science, as well as complete a writing intensive course. *Students should refer to their concentration area program sheet for a list of specific courses that meet individual degree program criteria.*
4. The courses below must be completed with a minimum grade of "B." If a student receives grades in these three courses that are lower than a "B," the student will be blocked from student teaching, with

likely suspension and possible dismissal from the Education program. Students must re-take these courses if a grade of B is not obtained.

1. HPX 215 Health Issues in the Schools (Grades PK-12)
2. ED 206 Introduction to Education
3. ED 211 ED PSY: Child & Adolescent Development I
4. ED 212 ED PSY: Child & Adolescent Development II
5. Residency I and II Coursework

5. Students must pass Praxis Subject Assessment (Multi-subject), and the CT Foundations of Reading certification exams in order to be recommended for certification.
6. Fingerprinting and Background Check: As part of the Education program, you will be participating in field experiences in the public school for ED 206, ED 211 and ED 212. Boards of education must fingerprint individuals seeking placement in school districts, and they must conduct background checks as well. So, you must get fingerprinted ASAP over the summer/winter break. Contact the Regional Education Service Center, EdAdvance, at 203-791-1904 or 860- 567- 0863.
7. LiveText User License: All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Westconn's assessment system and essential for program accreditation. Information about purchasing the license is at this link: http://cthe.wcsu.edu (lower left). If you have questions please contact Dr. Katherine Roe E&EP Chair, roek@wcsu.edu. There is a $133 fee.

Transfer Students

1. Transfer students who are potential Education majors must enroll early enough in the spring semester prior to junior year to meet the requirements for junior standing generally, and to secure enrollment in those courses specified in section above.
2. Transfer students—grades from your previous colleges will be calculated when determining the GPA for Education major requirements.
3. Transfer students are required to interview with the Department Chair to arrange for meeting the above criteria.

Additional Program Acceptance Criteria

After all of these criteria have been met, then students must fulfill these additional requirements for admissions to the Residency Year;

- Prepare and present an essay demonstrating a command of the English language and explaining the reasons for enrolling in the teacher education program, emphasizing experience relevant to teaching.
- Present at least two letters of recommendation from persons outside the university who are able to testify to the candidate's suitability as a prospective teacher.
- Participate in an interview by a teacher education faculty team, which will assess candidate's personal attributes and perceived teaching dispositions.

Program Transition Points and Coursework

Transition Points

All certification candidates must pass through four transition points to complete the certification program. The transition checkpoints represent significant experiences used to mark candidates' progress through the program. The transition points also ensure that candidates complete requirements in a timely order while preparing for certification.

Transition Point 1	Admission to Education program	30 semester hours 3.0 CUM GPA Fingerprints & Background Check Praxis Core, SAT, ACT, or GRE
Transition Point 2	Admission to Residency year	60 semester hours 3.0 CUM GPA IDM Interview for Residence Praxis Subject Assessment (Multi-subjects) Dispositions Assessment
Transition Point 3	Residency year	3.0 GPA Completion of Residency Year Foundations of Reading edTPA Recommendation for Certification Praxis Subject Assessment (Multi-subjects)
Transition Point 4	One year out	One Year Out Survey Employment Report

Transition Pt 1

3.0 GPA

30 credits
Praxis Core/SAT/or ACT
Admission to Education Program
Background check/fingerprints

Transition Pt 2

3.0 GPA

60 credits

Interviews for Residency

Admission to Residency year

Dispositions Assessment

Transition Pt. 3

3.0 GPA

Completion of Residency Year

Foundations of Reading

edTPA

Recommendation for Certification

Praxis Multisubject

Transition Pt 4

One Year Out Survey

Employment Report
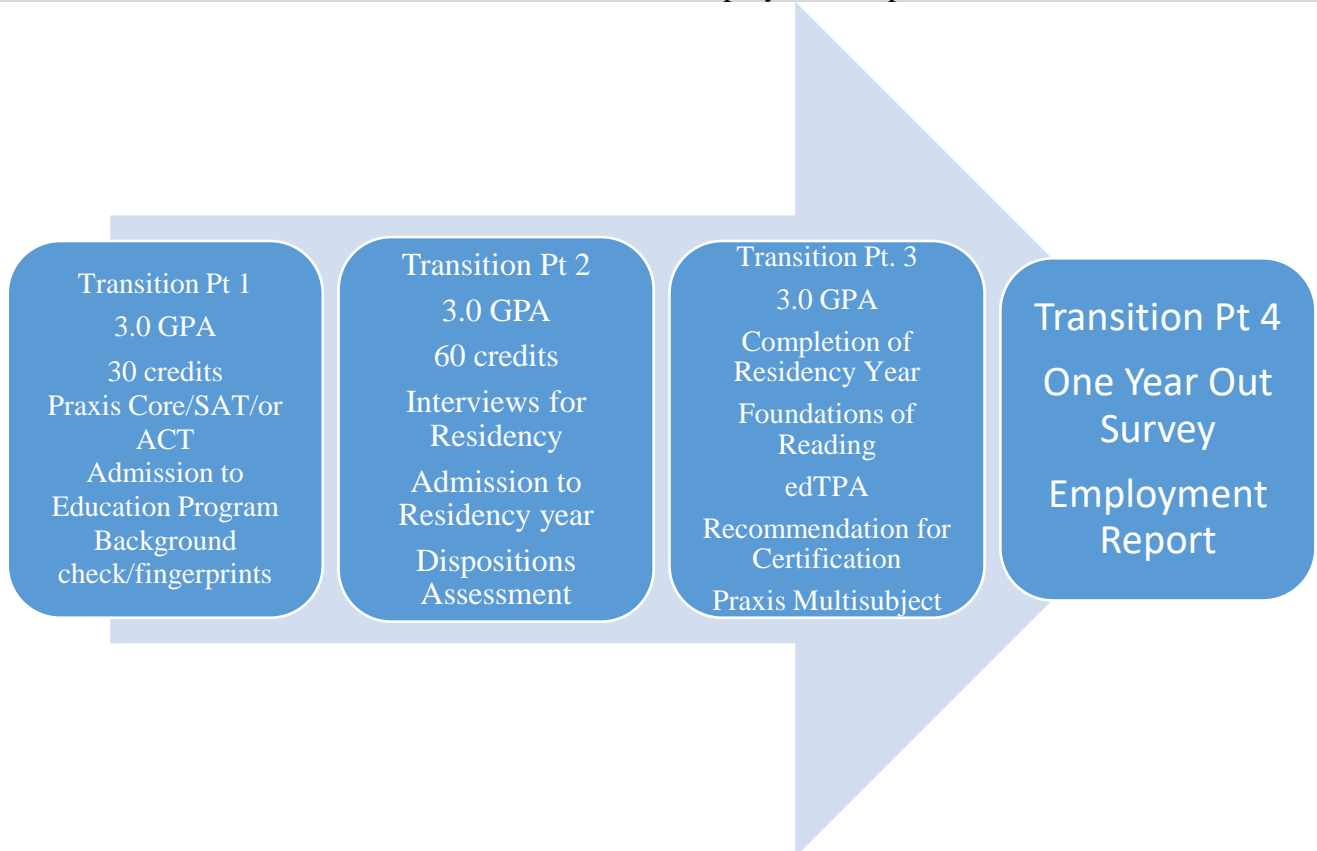
Transition Point 1

Program Admission: Background Check Requirements

The Education program offers students a number of field experience opportunities in local area public schools. Field experiences provide students the opportunity to integrate knowledge and theory learned in their WCSU classes with practical applications and skill development in a professional setting. Students enrolled in courses requiring field work assignments MUST be fingerprinted!

Criminal History Record Check - (Fingerprinting)

Fingerprinting
The State of Connecticut requires that any person who observes in a public school as part of a teacher preparation program submit to a state and national criminal history record check within the first 30 days of the date of the first observation.

The process includes the checking of fingerprints by the State Police Bureau of Identification and the F.B.I. The results of the criminal history record checks (both state and federal) are reported to the employing school district. If the district receives notice of a conviction of a crime by a person holding a certificate, authorization or permit issued by the State Board of Education, the district shall notify the Bureau Educator Standards and Certification.

Candidates may complete the fingerprinting process at Danbury Public Schools' Central Office or through EdAdvance in Danbury, Connecticut. Candidates who complete the fingerprinting process at Danbury Public Schools' Central Office must bring the following with them to their fingerprinting appointment:

- A photo ID (for example, a driver's license) or Passport
- A certified bank check or money order in the amount of $19.25 payable to Danbury Public Schools.

Contact Information

Human Resource Department	hr@danbury.k12.ct.us	Danbury Public Schools
	203-797-4713	63 Beaver Brook Road
	FAX: 203-830-6560	Danbury, CT 06810

Program Admission: PRAXIS Core

Candidates must take a Connecticut state mandated basic skills examination (PRAXIS Core) in mathematics, reading and writing. Your advisor will document that you have taken the Praxis Core or the SAT/ACT exam.

IDM Program: Sequence of Classes

BS Elementary Education: Interdisciplinary Major			
Semester 1	**15 CR**	**Semester 2**	**15 CR**
ED 101 First Year Elementary Ed Teaching FY	1	Math 131 College Algebra for Teachers (QR)	3
English 276 English Language Skills	3	BIO 100 Concepts of Biology (SI)	3
HIS148 American History to 1877 *CT*	3	THR 201 Playmaking with Children (CP)	3
ANT 100 Introduction to Anthropology	3	HIST 149 American History since 1877 (CT Rpt Comp 2)	3
GEO 100 Principles of World Geography	3	CS 110 Website Production	3
Health and Wellness (HPX 177)	2		
Semester 3	**16CR**	**Semester 4**	**16CR**
ED 211 Educational Psychology: (W2)	3	ED 212 Educational Psychology: (IL Rpt Comp 3)	3
MAT 120 Elementary Statistics (QR)	3	MAT 210 Mathematics for Elementary Teachers II	3
MAT 209 Mathematics for Elementary Teachers I	3	ED IDM 202 STEM II for Elementary Education	4
ED206 Intro to Education (OC, IL)	3	ED 210 Foundations of Literacy I: Reading Development	3
EDIDM 201STEM I for Elementary Education	4	ED 220 Digital Literacy: Integrating Technology in the Classroom	1
		ED 213 Inquiry and Assessment in the Classroom I	2
Semester 5	**15 CR**	**Semester 6**	**16 CR**
ED 314 Social Justice and Diversity Education (IC)	3	ENG 314 Teaching English Grammar	3
MAT 211 The Mathematics Laboratory	3	ED 316 Technical Writing for Education Majors	1
WRT 337W Teaching Writing in the Schools – Elementary and Middle	3	ED 315 Early Elementary Math Methods for Teachers (K-3) 3	3
ED 301 Foundations of Literacy III	3	ED 425 Elementary School Social Studies 3	3
EPY 405 Introduction to Special Education	3	ED 415 Elementary School Science:	3
		HPX 215 Health Issues in the Schools	3
Semester 7	**13 CR**	**Semester 8**	**13 CR**
ED 416 Residency I (GEN ED CE)	3	COM 163 Introduction to Communication Skills	3
MAT 311 Connections in Mathematics	3	ENG 402 Teaching Literature in the Schools	3
ED 431 Integrating the Emerging Literacies	3	ED 417 Elementary Residency II: Student Teaching	6
ED 430 Foundations of Literacy III	3	ED 419 Inquiry and Assessment in the Classroom III (W3)	1
ED 418 Inquiry and Assessment in the Classroom II	1		
Minimum GPA = 3.0 Total Credits Required = 120			

Special Permission

Some courses may require special permission to register. Contact your advisor if you have trouble registering. Be sure to send him/her your student ID number and the CRN of the course you wish to take.

First Year Experience Course

Every elementary education freshman will take ED 101: First Year Experience (FYE) for Ed Majors. The main goal of this course is to help students to engage with WCSU's social and academic culture and prepare them for the challenges of college. Workshops and programs to address the academic and social concerns of first year students are also incorporated into the course.

After completing the FYE competency, students will be able to:
Outcome 1. **Navigate**: Locate important resources on the physical and virtual WCSU campus
Outcome 2. **Engage**: Recognize the importance of being involved with the university community.
Outcome 3. **Plan**: Show an understanding of the advising, registration, and course planning process
Outcome 4. **Adapt**: Identify and apply strategies to effectively study, manage time, and otherwise foster academic success at the university level

Field Experiences: Courses with Key Assessments

Prior to the Residency experiences, WCSU education students participate in courses that require them to "actively observe" for twenty hours in classrooms in local public schools, and complete assignments based on their field experiences. The term, "active observation" means that WCSU education students will observe practicing teachers, their students, and their classroom environments, as well as participate actively in as many classroom experiences as the host teacher invites them to assist in or lead.

Once students complete their twenty hours, host teachers confirm their participation and assess their professional dispositions using a rubric based on observable behaviors in educational settings. [see Appendix, page i]

To supplement and support students' classroom skill development, students enrolled in these courses are afforded the opportunity to participate in instructional simulations during
Mursion™ Lab classes.

The following courses include twenty hours of active observation, Mursion Lab support, as well as a Disposition assessment:
- ED 206 (Introduction to Education)
- ED 211 (Children and Adolescent Development I)
- ED 212 (Children and Adolescent Development II)
- EPY 405 (Introduction to Special Education)

Each Field Work course emphasizes a specific "high leverage practice" which students use both as a lens through which to observe experienced teachers' practices, and as a

> **What Is Mursion?**
> **Mursion™ is a mixed-reality classroom with simulated students that provides teachers the opportunity to develop their pedagogical practice in a safe environment that doesn't place real students at risk.**
>
> In the TLE Mursion™ Lab, pre-service teachers walk into a room where everything looks like a middle- or high-school classroom including props, whiteboards, and of course, children. However, unlike the brick and mortar setting, the lab is a virtual setting and the students in the classroom are avatars. The virtual students may act like typically developing or not-typically developing students, depending on the objectives of the experience. Participants can interact with students and review previous work, present new content to students and provide scaffolding or guided practice in a variety of content areas, and monitor students while they work independently. In an environment like this, prospective teachers can learn the instruction and management skills needed to become effective teachers and practicing teachers can hone and refine their skills.

focus for building and practicing their own instructional skills. The chart below outlines the high level practice experiences assigned to each course:

Education Course	Mursion Simulation
ED 206 Introduction to Education	High Leverage Practice: Building Classroom Rapport and Establishing Classroom Procedures
ED 211: Educational Psychology I	High Leverage Practice: Making a Literacy Strategy Explicit by Using a Graphic Organizer
ED 212: Educational Psychology II	High Leverage Practice: Asking Higher Order Thinking Questions
EPY 405: Introduction to Special Education	High Leverage Practice: Collecting and Using Assessment Data

Supports for Students in Need of Intervention: Student Academic Review Committee (SARC)

The Education & Educational Psychology Department is responsible for ensuring that its students (hereinafter referred to as "candidates") exhibit the knowledge, skills and dispositions outlined in the conceptual framework, institutional, state, and national standards, including a commitment to fairness and the belief that all students can learn. Further, as educators our candidates must exhibit the highest ethical standards in their role as moral exemplars in the community.

Candidate knowledge and skills are ordinarily assessed in classes and field experiences, and typically aggregated college-wide at specific transition points in the program called "transition points." These assessment points can be effective in indicating when students are not progressing appropriately through the program. Additionally, there are occasionally patterns of observed behaviors that could give rise to a concern that a candidate's dispositions and professional deportment are not sufficiently developed or even inconsistent with those expected in a professional educator.

Both the Department administration and the candidate should be made aware of concerns that a candidate is not meeting the standard of knowledge, skills, or dispositions that are expected by the Department, and specifically outlined in institutional, state, or national standards. This awareness will be communicated in a manner that is sufficiently formative and allows the candidate to reflect, consider alternatives and attempt to make any changes necessary consistent with fulfilling their professional career aspirations. The process should be sensitive, transparent, and effective. There should be provisions so that the faculty and supervisors who work with the candidate in subsequent semesters are aware of the concerns and the plans developed to address those concerns. There should always be more than one representative of the faculty who agrees that the concerns warrant intervention. This shall be an internal process managed by a small committee of faculty, referred to as the Student Academic Review Committee. The knowledge, skills, and/or dispositions of concern and plans of action will be documented in behavioral terms in the committee's files. This process in the College of Education is complementary to processes already in place in the university (such as those in student affairs, academic probation, etc.) and will focus on the professional preparation of the candidate.

Two Levels of Formal Intervention

There are two levels of formal intervention:

1. Candidates who exhibit patterns of behavior that, though cause for concern, in the opinion of a faculty member can be easily described and remedied or candidates who fail to satisfactorily complete a transition point assessment in a timely manner are reported through a "students of concern form" filed by a faculty member, advisor, or university supervisor. Faculty members on the committee notify the candidate and the subsequent semester's faculty to monitor the student for a particular behavior or assignment of concern. The candidate, when notified as to the report shall be afforded the opportunity to request a meeting to address the concern. The committee asks for feedback and reviews the concern at the onset of the following semester. Should the concerns remain; a follow up action plan will be developed.

2. For cases where a faculty member or supervisor has a serious concern about the professional suitability of a candidate:
    a. due to the candidate's behavior;
    b. due to the candidate not satisfactorily completing a field experience, practicum, or internship; or
    c. due to the candidate's failure to satisfactorily complete a transition point assessment for a second time, the concern shall be formally reported to the Chair or designee, and the SARC may be asked by the Chair or designee to convene a "Care Team."

    The Care Team will be composed of:
    i. The committee chair/faculty member and, typically, convener;
    ii. A faculty member working with the candidate during the term the team is convened;
    iii. A faculty member not directly working with the candidate;
    iv. One undergraduate advisor;
    v. The candidate.

The Care Team will meet as necessary and appropriate to be determined by the convener and/or the candidate in consultation with each other. The Care Team will review the areas of concern, provide a forum for discussion of how the concerns might be resolved, and provide a plan of action to address the area of concern. It will also provide a timeline by which concerns must be addressed. Candidates and the care team will articulate specific outcomes from the action plan that must be achieved. This care plan will become part of the candidate's plan of study and prerequisite to advancing in or completing the program.

Records of the Processes: Student Academic Review Committee (SARC) Form

Since the process is formative, records of the processes must be a part of candidates' formative files and the committee's records; they will not be part of the candidate's permanent records.

Western Connecticut State University Education and Educational Psychology Department

Student Academic Review Committee (SARC):
1. When students fall below a 3.0 GPA they will be asked to switch their major to the content area.
2. Students may appeal to the Student Academic Review Committee in writing within one month after they were told to change their major.
3. The Student Academic Review Committee will decide whether the candidate may stay in the program on probation for one semester or be dismissed from the program.
4. The SARC also reviews cases dealing with candidates rated unacceptable on disposition assessment or in the field for professionalism.

I have read the degree requirements and understand the short and long-term implications for my WCSU plan of study.

Name_____

Signature_____Date_____

Transition Point 2: Admission to Residency Year

Key Expectations of Students Enrolled in Elementary Residency: Preparing for the Teaching Profession

All districts now require candidates to be fingerprinted prior to the start of student teaching; residents must pay for the cost of the fingerprinting. (*See above: Program Admission: Background Check Requirements*.) Each district retains the right to withdraw a placement if the fingerprinting indicates information that is not in accordance with the district's standards.

Residents are expected to be familiar with and abide by the Connecticut Code of Professional Responsibility for Teachers (http://www.state.ct.us/sde/dtl/cert/teachcod.PDF). This means that residents must be professional in all ways during their entire placement periods: dressing professionally, communicating in a professional manner, and fulfilling all responsibilities, including the completion of the required number of days of their student teaching assignment. If the resident is not going to be at school on a certain day, he/she must notify both the cooperating teacher and the university supervisor (when applicable) before that school day starts. Residents must make up days missed for professional reasons (illness, bereavement, etc.) as well as days cancelled by their placement districts for inclement weather. Absences must be made up by adding the missed days to the end of the student teaching period.

Residency I

Elementary Education candidates apply for Residency I in the fall semester of their junior year. *The submission deadline date is noon on April 1.* Students must have all of their materials submitted to the elementary education program coordinator by the deadline date. It is the student's responsibility to insure that all materials are submitted by the deadline date. Once materials are received, students are contacted for an interview. *Only complete files will be reviewed for Residency I.*

Reapplication Process if Denied Program Acceptance

If the interview team from the professional program recommends that a student not be admitted to the teacher education program, the student may reapply for admission one semester after the notification of denial. Students have the right to review a copy of the completed interview form.

Residency II
1. Students are not eligible for residency course work unless they have received professional program acceptance.
2. During their last year, students enter the Residency II phase of the program. In order to register for Residency II, elementary education majors must present a 3.0 cumulative GPA or higher (*subject to change based on state mandates*) for all courses taken in their academic and professional education course work. The Residency II requirement for elementary education majors consists of one full semester (70 contact days) of supervised teaching.
3. Residency II is offered only spring semester.
4. **Applications must be filed in the Office of E&EPY November 1 for following spring semester placement** (application forms available in Education office, WS 249).
5. Students are responsible for providing their own transportation to and from the school to which they are assigned for Residency II.

Residency II Application Requirements: With each application submission, candidates must include:
- one copy of the candidate's **unofficial transcripts** to date;
- a current student teacher candidate **resume, completed application* with essays.**
- **documentation of fingerprinting (**copies must have been filed with WCSU's Education Department prior to submitting application to student teaching program)
- **documentation of having taken Praxis Core (all candidates) and**
  *NOTE: Within the application, each candidate *must include his or her signature* on the **Code of Professional Responsibility for Educators** and the **Declaration of Personal and Professional Integrity.**

Residency Grading Policy

Students earning less than a "P" grade in residency may be required to complete additional placements and/or course work before receiving a recommendation for graduation and certification. Students must present at least a 3.0 cumulative GPA (*subject to change based on state mandates*) in academic and professional required courses to graduate in the elementary education programs.

Policy for Residency II (Student Teaching):

Residents who meet are accepted into the Residency II semester (student teaching) must agree to abide by the Residency II Policy guidelines.   The Residency II student teaching policy requires that each candidate agrees to and abides by the requirements listed below.
Residents must:
- make a full-time commitment and adherence to the full teaching day.
- meet all prerequisite program courses must be satisfactorily completed prior to student teaching with a B or better.
- have and maintain a 3.0 cumulative GPA.
- rectify any incompletes on their transcript no later than 2 weeks after the submission deadline.
- enroll only in those courses that are listed as concurrent requirements during the student teaching semester.
- recognize that candidates who do not meet the above requirements in a timely fashion will not be permitted to student teach.
- abide by the placement practices of Western Connecticut State University as described in the Student Teaching Handbook.
- recognize that the Director of Clinical and Field Experiences is under no obligation to make a second placement for a candidate who rejects a placement or is removed from a placement.

Instruction

By the end of the Residency II experience, candidates are expected to assume full instructional responsibility for teaching the class(es) to which they have been assigned. Initially, residents will assist their cooperating teachers with instruction and, with guidance and support from their cooperating teachers, will gradually assume full responsibility for instruction, classroom management, supervisory responsibilities, and communications to the school community.

For residents, basic instructional responsibilities include, but may not be limited to:
- preparing lesson plans for all lessons that they teach. (This may include multiple lesson plans per day.) Lessons planned for daily informal observation by cooperating teachers may be in the format used by the public school system.
- preparing lesson plans in edTPA format for each of the four lessons that will be formally observed by a cooperating teacher.
- preparing lesson plans in edTPA format for each of the four lessons that will be formally observed by a university supervisor.
- writing post-observation reflections for each of the lessons formally observed by a cooperating teacher or a university supervisor.

Observations

Each resident is observed formally a minimum of seven (7) or eight (8) separate times during their student teaching semester. The University recommends that the university supervisor and cooperating teacher observe the first formal lesson together to calibrate their scoring of the student teacher's performance. Both the University Supervisor and the Cooperating Teacher submit separate observation reports, so, at the end of the student teaching experience, the resident will receive four (4) ratings by the cooperating teacher, and four (4) ratings by the university supervisor.
Residents are expected to:

- provide their university supervisors with directions to the assigned schools.
- work with their cooperating teachers and university supervisors to design a balanced schedule of formal observations; in other words, one in which the university supervisor and cooperating teacher each do a total of two (2) observations during each half of the semester.
- schedule pre- and post-observations meetings with both cooperating teachers and university supervisors for each formal observation.
- notify their university supervisors *as soon as possible, and no later than before school of the morning of the scheduled observation*, if they will be absent on the day of a scheduled formal observation; or if a last-minute school schedule change will significantly interfere with the observation of the planned lesson.

Evaluation of Residents during Student Teaching Experience

The evaluation process has been developed to complement the practice, reflection, and growth within student teaching. Generally, the process includes the integrated use of formal observation, dispositional assessment, the midterm conference, and the final conference.

Formal Observations (see also above)

After each formal observation, cooperating teachers and university supervisors assess the resident's performance using the Student Teacher Evaluation Instrument (STEI.) [see Appendix, page xx] The STEI is an analytic rubric used to facilitate communication and feedback about the student teacher's classroom performance strengths and weaknesses. Residents are evaluated on twelve performance indicators which have been subdivided into a total of thirty-five different attributes. Performances for each indicator are rated on a 4-point scale that includes the following categories: 1= Below Standard (Indicator Not Met); 2 = Developing (Indicator Partially Met); 3 = Proficient (Indicator Fully Met); Exemplary (All Proficient Indicators Fully Met *plus* Additional Indicators Met.)

Dispositional Assessment

Dispositions reflect professional attitudes, values, and beliefs demonstrated through interactions with students, colleagues and all stakeholders. The Professional Dispositions Self-Assessment is an opportunity for the teacher candidate to reflect on his/her beliefs and values regarding fairness, learners, education and the work of being a professional educator that have had an impact on his/her Residency II experience, and more broadly, his/her growth as a professional throughout the preparatory experiences leading up to the Residency II experience. [See Appendix, page i]

Mid-Term Evaluation

At the mid-semester point, the university supervisor and cooperating teacher meet with the resident to discuss the resident's performance, and to set performance growth goals with the resident. Their conversation is informed by the STEI rubric as well as the Dispositions Assessment rubric. Prior to the mid-term conference, cooperating teachers, university supervisors and residents should evaluate the resident's performance on both instruments, and come to the conference prepared to share their preliminary ratings and examples. The mid-term conference should focus on ensuring that the resident understands the ratings as evidenced by the collected performance examples. The conference should be structured to address three essential components. Participants:
- share and discuss their ratings
- identify resident's strengths and areas in need of improvement
- set resident's performance growth goals

Note: ANY MID-TERM EVALUATION THAT INCLUDES A "1" IN ANY OF THE DOMAIN MEAN SCORES WILL AUTOMATICALLY TRIGGER AN INTERVENTION RESPONSE. This means that the resident will meet with the University Supervisor, the Director of Clinical and Field Experiences, and the Education & Educational Psychology Department Chairperson to develop a specific intervention plan. Written assessments of both the supervising teacher and the university supervisor will determine if the teacher's remediation is adequate to produce satisfactory program completion results. *A resident who is not making adequate progress during the plan's implementation may be dismissed from the Residency II experience. Residents who have participated in an intervention plan must earn a "2" or higher in the relevant domain by the end of the residency experience in order to receive a passing grade.*

Final Evaluation:

At the end of the 70 day student teaching period or during the last week of the semester, the university supervisor meets with the candidate and cooperating teacher for a final review of the student teaching experience, and agree on a date when all entries into LiveText will be completed. By the end of this final evaluation meeting, residents will have an understanding of their performance ratings on the STEI rubric, and should have identified their personal professional growth plans for their first year of teaching.

After the meeting, the university supervisor notifies the Director of Clinical and Field Experiences about the agreed-upon date when all entries have been completed. Both supervisors finalize their summative evaluations of the student teacher's performance and submit them to LiveText. Additionally, they prepare written letters of recommendation for their resident and submit them to LiveText by the agreed-upon final submission date.

The edTPA Capstone Assessment

In addition to being evaluated by their cooperating teachers and university supervisors, residents will be evaluated on their performance portfolios. Connecticut's State Board of Education now requires students enrolled in teacher preparation programs to demonstrate proficiency on the edTeacher Performance Assessment (edTPA). The edTPA is a valid and reliable assessment instrument focused on evaluating teaching performance at the pre-service level to measure the candidate's readiness to teach. It is a subject-specific performance-based assessment that includes versions for 27 teaching fields.

For this Capstone assessment, residents must prepare a portfolio of materials during their student teaching semester to:
- demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs;
- engage real students in ambitious learning;
- analyze whether their students are learning, and
- adjust their instruction to become more effective.

Teacher candidates are asked to demonstrate their skills in core areas, AND they must think and write critically about the work they do with students. These core areas include: planning, instruction, assessment, and analysis. The edTPA requires candidates to design a learning segment, videotape their performance, analyze student artifacts, and reflect on student learning. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators.

The course, ED 419 Inquiry and Assessment III provides guidance for student teachers as they work on completing their edTPA portfolios.

A Summary of the Western Connecticut State University Elementary Resident Assessment Program

Event	Expectations for Elementary Residents
Residents, Cooperating Teachers, and University Supervisors attend Triad Meeting	Attend annual meeting to: • learn about expectations of student teachers and supervisors, • participate in calibration training for Student Teacher Evaluation Instrument, and • develop schedule of observations and meetings with cooperating teachers and University Supervisors
First Lesson Observation: within first two weeks of start date of Residency II semester	Resident plans lesson in edTPA format and submits to LiveText 24 hours in advance of implementation. Cooperating teacher and university supervisor review and provide feedback so resident can adjust plans if needed.
Post Lesson Observation: reflection submitted within 48 hours of lesson debrief meeting	Resident and supervisors meet to discuss lesson outcomes and set goals for future lessons. Resident submits written reflection to LiveText for review by supervisors.
Three Additional Observations by Cooperating Teacher: as per schedule developed in collaboration with University Supervisor and Resident.	For each of scheduled observations, resident plans lesson in edTPA format and submits to LiveText 24 hours in advance of implementation. Cooperating teacher reviews and provides feedback so resident can adjust plans if needed. *Note: One of these lesson observations may include one of the non-videotaped lessons developed for the edTPA assessment. However, the lesson must be different from a lesson observed by the university supervisor.*
Three Additional Observations by University Supervisor: as per schedule developed in collaboration with Cooperating Teacher and Resident.	For each of scheduled observations, resident plans lesson in edTPA format and submits to LiveText 24 hours in advance of implementation. University supervisor reviews and provides feedback so resident can adjust plans if needed. *Note: One of these lesson observations may include one of the non-videotaped lessons developed for the edTPA assessment. However, the lesson must be different from a lesson observed by the cooperating teacher.*
Mid – Term and Final Evaluation Meetings	Residents, cooperating teachers, and university supervisors meet to discuss resident performance. Discussions are informed by evidence collected through observation and ratings from STEI and Dispositions rubrics. Student teachers collaborate with supervisors to set targeted professional growth goals.
edTPA Portfolio Completion	Resident participates in ED 340 and successfully completes all portfolio assignments on time.

When A Resident Is In Danger of Failing

A variety of consequences are considered when the resident is in danger of failing, or fails the clinical experience. Depending on the resident's evaluative situation, some options that may be available to the resident include:
- extension of the residency experience so that the resident can demonstrate competence in the relevant domain, as agreed upon by the resident, the University, and the participating cooperating teacher. *This extension would require approval by the participating school district's administration, and may result in a delay in the resident's graduation date.*
- withdrawal from the IDM program prior to the final evaluation and switch to a content area major. *This may cause a delay in the resident's graduation date.*
- withdrawal from the current residency assignment, and a re-assignment to a new residency experience during a later semester; providing the resident agrees to complete a series of appropriate remedial modules as determined by the Student Academic Review Committee (SARC) prior to the replacement experience.

Dismissal from the Professional Teacher Education Program

Strict guidelines for admission to, and retention in, the teacher education certification programs are part of academic excellence. Students who fail to meet or maintain established admission and retention criteria will be suspended from the program. Students may be given one year according to the school's academic calendar to retake a course and regain good standing for consideration of readmission with the exception of ethical issues, felonies and violations of the professional code. At the end of one year, students will be dismissed if their GPA has not met the 3.0 minimum standard (*subject to change based on state mandates*) which includes all WCSU and transfer credits.

- Dismissal from the Education department program by the E&EPY Department Chair may occur when a student fails to maintain the academic standards of the university and department (see this catalog, "Good Standing: WCSU Student Handbook, "Student Rights and Responsibilities," WCSU Student Teacher Handbook), and/or when a student in class or the field is considered inappropriate for the teaching profession, based on behavior which is not consistent with the standards of ethical conduct and professional behavior prescribed by the Connecticut Code of Professional Responsibility.
- In such cases, discussions take place among the student, faculty involved, and department chair. *The Chair may call a meeting of the Student Academic Review Committee to decide the case.* Decisions reached are communicated in writing by the Chair to the student in a timely fashion.
- The student may appeal these decisions to the Dean of the School of Professional Studies or employ the university process for appeal. The university maintains guidelines for student rights and responsibilities and judicial procedures which can be found in the WCSU Student Rights and Responsibilities Handbook. The department adheres to these guidelines in all such matters and may establish additional responsibilities based upon professional training criteria.

Dismissal from the Residency Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EPY department - reserve the right to remove a resident from any residency/clinical experience. A recommendation for dismissal can be based on but is not limited to:
1. Violation of the CSDE Code of Professional Responsibility (See Appendix)
2. Allegation or confirmation of a felony indictment.
3. Allegation or conviction for sexual, physical or emotional intimidation, harassment, or abuse of 1-6 students.
4. Evidence of abuse of alcohol or other drugs.
5. Non-professional behavior as documented by the K-12 public school's Cooperating Teacher, Principal, or Department Chairperson.
6. An absence of five or more consecutive teaching days in a fourteen week (70 full teaching days) assignment or three or more consecutive days in a seven week (35 full teaching days) assignment, without presenting a verified explanation.
7. A failure to adequately demonstrate the WCSU teaching competencies (i.e., any rating of "1" on a mean Domain score of the Residency Evaluation Instrument) during residency or any clinical experience.
8. Written recommendation from the 1-6 public school's Cooperating Teacher, Principal, to the Chairperson of the E&EPY department and/or the Director of Clinical and Field Experiences that the resident be removed from the residency placement due to the resident's failure to meet the school's expectations.

Residency Dismissal Appeal Process:

The residency candidate has the right to submit a written appeal within seven days of a notification of dismissal, to the chair of the E&EPY department, the coordinator of clinical experiences, and the university supervisor. The affected student also has the right — within two weeks of the hearing date — to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

Transition Point 3: Requirements and Preparations for Certification

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Connecticut's Three-Tier System of Teaching Certificates

Initial Educator Certificate

The first level of certification is the three-year initial educator certificate. This certificate is issued to applicants who meet all eligibility requirements listed above, and who have fewer than three full school years of appropriate successful teaching experience in the past 10 years.

Provisional Educator Certificate

The provisional educator certificate is the second level of Connecticut certification and is valid for eight years. To qualify for the provisional educator certificate, an applicant must complete one of the following:
• 10 months of successful appropriate experience under the initial educator certificate or interim initial educator certificate in a Connecticut public school and the teacher induction/mentoring program, as made available by the Connecticut State Board of Education; OR
• 30 months of successful appropriate experience within 10 years in a public school system outside Connecticut under a valid certificate, or in a nonpublic school approved by the appropriate governing body.

Professional Educator Certificate

The five-year professional educator certificate is Connecticut's third and highest level of certification. To qualify for the professional educator certificate, an applicant must complete the following requirements:
• 30 school months of successful appropriate experience in a Connecticut public or approved nonpublic school under the provisional educator certificate; AND
• additional course requirements, as prescribed by current Connecticut certification regulations. Specific coursework requirements vary depending on endorsement. Interim Educator Certificate The interim educator certificate may be issued at the initial or provisional level and is valid for one calendar year. A nonrenewable interim certificate may be issued with test deferrals and in some cases with a deficiency for the required special education course. A renewable interim educator certificate may be issued with specific course deficiencies for vocational certificates only, as provided by certification regulations.

(Source CSDE 2017, http://www.sde.ct.gov/sde/lib/sde/pdf/cert/obtaining1109aw.pdf)

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Exams: Required for Eligibility for State Teacher's Certification

In addition to the Education program coursework, the following three exams are required:

CT Foundations of Reading

A passing score on this reading exam is a requirement for Elementary Education state certification. It is strongly recommended that Elementary Education students take this reading exam at the *end* of their student teaching semester. Additional information is available online at http://www.ct.nesinc.com

PRAXIS Subject Assessment (Multi-subjects)

Although not a graduation requirement, passing scores on appropriate PRAXIS Subject Assessment (Multi-subjects) exams are necessary for program completion and subsequent recommendation for teacher certification. The exam tests the essential subject area knowledge unique to each certification teaching area.
- Elementary Education students should take PRAXIS Subject Assessment (Multi-subjects) according to the study plan provided by the program advisors.
- Students will not be recommended by WCSU for state teacher's certification until passing scores on PRAXIS Subject Assessment (Multi-subjects) are received and filed with *the university's teacher education certification officer*, the Assistant Dean of the School of Professional Studies, who is located in White Hall 003C. Detailed information on PRAXIS II testing is available online from the Educational Testing Service at http://www.ets.org/praxis
- Once a student has completed all his/her bachelor's degree teacher certification requirements and passed PRAXIS Subject Assessment (Multi-subjects), the *university's teacher certification officer* will file with the Connecticut State Department of Education (CDE) the necessary documents for the student's receipt of CDE teacher certification.

Exams Required for Connecticut Certification Chart

Test	Test Code	Minimum Passing Score
Praxis Core	5712 Reading 5722 Writing 5732 Math 5751 Combination	N/A
Praxis Subject Assessment (Muti-subject)	5002 Language Arts 5003 Math 5004 Social Studies 5005 Science 5001 Combination	157 157 155 159
Pearson Foundations of Reading Test	#013, #305	240

Elementary Education Endorsement Code #013

Proficiency Scores in Math, Reading, Writing on SAT in Lieu of Praxis Core

SAT Reading and Writing	< = 500	Student must take the placement exam
	510 to 590	Student must take WRI 101
	> = 600	Student can take Writing Intensive course
SAT Mathematics	< 490	Student must take MAT 100P
	500 to 540	Student must take MAT 100
	550 to 590	Student may take any general education math course before MAT 181 for which MAT 100 or 100P is the only prerequisite
	> 600	Student may take any general education math course up to and including MAT 181

Per legislation, all students must take either the Praxis Core or SAT or ACT or GRE. All three components-reading, writing, and mathematics-must be accounted for among those exams (e.g. if students did not take the SAT Writing components, then they must take the Praxis Core Writing section.

Remediation for Math will be MAT 100; Reading and Writing remediation will be WRT 101. A minimum grade of "B" is required to satisfy the remediation requirement.

Supplementary Instructional Modules Required for Certification in Connecticut

Dyslexia modules and CT English Language Proficiency (CELP) webinar now required for certification:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=336178

Certification Examination Preparation Across Initial Programs	
Freshmen Year	- Praxis Core or SAT WAIVER - If did not pass; then bring score to Dr. O'Callaghan for remediation plan - Second Semester: Begin modules on BBD site - Work with Ed Club peer tutor on sections of Praxis Core that you did not pass **ELEMENTARY ED**: **Take practice test Praxis Subject Assessment (Multi-subject) social studies sub test** **Take Praxis Subject Assessment (Multi-subject) social studies sub test**
Sophomore Year	- Continue to work on BBD modules - Attend Praxis II workshops - Work with Peer Tutor on areas of concern **ELEMENTARY ED: Attend workshop on Praxis Subject Assessment (Multi-subject)** **Complete Modules** **Take Praxis Subject Assessment (Multi-subject) science sub test**
Junior Year	- First Semester: Continue to work on BBD modules - Attend Praxis Subject Assessment (Multi-subject) Workshops - January: If needed Kaplan certification workshop - Take Praxis Subject Assessment Practice Test (Secondary Only) - If passed then take Praxis Subject Assessment **Elementary Ed: Attend workshop on Praxis Subject Assessment (Multi-subject) and Foundations of Reading** **Complete Modules** **Take Praxis Subject Assessment (Multi-subject) math sub test**
Senior Year (Elementary Ed)	- Complete the Foundations of Reading Modules on BBD - Attend Workshops on Foundations of Reading - Take Foundations of Reading Practice Test on BBD - Take Foundations of Reading Test - Complete Praxis Subject Assessment (Multi-subject) modules on BBD - Take Praxis Subject Assessment (Multi subject) Practice Test - Complete Praxis Subject Assessment (Multi-subject)

Praxis Prep Organization
Password: WCSU$

Foundations of Reading – Prep Materials
Password: FORPREP

APPENDIX

CAEP Initial Program End of Program Dispositions Instrument (Post-Residency)

Revised 02/1/16

CAEP 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 prior to the first field/clinical experience. 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 residents. The Educator Preparation Provider (Educational Unit) is committed to the growth of residents as well as the impact they will have beyond the classroom.

Please select the setting you are evaluating: ___ Field/Clinical _____ Classroom
Please select your role: _____ Supervising (host or mentor) Teacher _____ WCSU Professor (Seminar or Class)

This final disposition instrument is completed after a collaborative conversation between the University Supervisor and Cooperating Teacher.
A score of "Needs Improvement – 1" triggers a review by the Program Academic Advisement Committee.
Data is entered into LiveText by the University Supervisor.

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
1.Believe that all children can learn: InTASC 3(i) CAEP 1.4	Resident 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.	Resident inconsistently works in a direction focused on helping all children learn teach/lead; accepts feedback intended to improve his/her professional practice	Resident 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.	Resident 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, Resident 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				

Disposition/Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
	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: *Respect of others* InTASC 3(f) CAEP 1.4	Resident frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows 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.	Resident usually interacts with others (school professionals, school support personnel, students, colleagues, etc.) with sensitivity toward the effort, work, values, or diverse nature of 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.	Resident consistently interacts with others (school professionals, 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.	Resident consistently interacts with others (school professionals, 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. In addition, Resident 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				

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
	• 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				
3.Demonstrate commitment to the profession of teaching, the success of their students, and school improvement: *Enthusiasm* InTASC 10(c) CAEP 1.4	Resident does not demonstrate enthusiasm about teaching/learning; frequently focuses on negative 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.	Resident usually demonstrates enthusiasm for teaching/learning ; usually focuses on positive 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.	Resident consistently demonstrates enthusiasm about teaching/learning; always accepts tasks; always able to talk positively to others about the profession and the possibilities for the success of their students and school improvement.	Resident consistently demonstrates enthusiasm about teaching/learning, always accepts 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				

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
4a.Exercise sound judgment and/or ethical professional behavior: *Participation and Punctuality* InTASC 9(o) CAEP 1.4	Resident 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 reminded or prompted to do so (when appropriate).	Resident attends most meetings and/or classes and is usually on-time for meetings; adheres to most deadlines; sometimes fail to provides 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).	Resident 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 (when appropriate).	Resident 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 addition, Resident 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				

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
4b.Exercise sound judgment and ethical professional behavior: *Personal Presentation*	Resident does not dress appropriately for professional situations (or mock professional situations) and ignores or does not follow guidance concerning appropriate dress.	Resident inconsistently dresses appropriately for professional situations (or mock professional situations); however, accepts guidance concerning appropriate dress.	Resident usually dresses appropriately for professional situations (or mock professional situations), and accepts guidance concerning appropriate dress if needed.	Resident always dresses acceptably for professional situations (or mock professional situations). Seeks out guidance on professional dress as needed.	
InTASC 9(n) CAEP 1.4	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* InTASC 9(n) CAEP 1.4	Resident 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; Resident exhibits unacceptable skills to enhance "spoken words" such as eye-contact and listening. Occasionally, Resident is not receptive to feedback or fails at attempts to improve.	Resident uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, does not use s terms considered offensive by different cultures/beliefs; or Resident exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Resident is receptive to feedback and attempts to improve.	In all spoken communications, Resident 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 Resident exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. May be minor errors that are self-corrected. Resident is receptive to feedback and independently makes improvements.	In all spoken communications, Resident consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs; and Resident exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Resident makes no errors. In addition, Resident 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.	

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 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* <mark>InTASC 9(n)</mark> <mark style="background:lime">CAEP 1.</mark>4	In written communication, Resident always 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. Resident is often not receptive to feedback or fails at attempts to improve.	In written communication (formal and informal), Resident 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. Resident is receptive to feedback but may need help and support to make improvements.	In all written communication (formal and informal), Resident 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. Resident is receptive to feedback and independently makes improvements.	In all written communication (formal and informal), Resident consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs. Resident makes no errors. In addition, Resident 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. 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				

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
4e. Exercise sound judgment and ethical professional behavior: *Non-verbal communication* InTASC 9(n) CAEP 1.4	Resident 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. Resident is often not receptive to feedback or fails at attempts to improve.	Resident sometimes exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.). Resident is receptive to feedback but may need help and support to make improvements.	Resident 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. Resident is receptive to feedback and independently makes improvements.	Resident 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, Resident actively strives to foster a culture of sensitive communication in his or her school or class. Resident makes no errors. In addition, Resident 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: • Demonstrates appropriate body language • Demonstrates appropriate eye contact				
5. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment:	Resident 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.	Resident 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.	Resident 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.	Resident understands and consistently adheres to ethical guidelines dealing with confidentiality of student information and data. In addition, Resident 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.	

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
Adherence to legal and ethical guidelines (confidentiality) InTASC 3(i) CAEP 1.4	In Class Exemplars - Demonstrates respect of others and their personal information In Field Exemplars: - Demonstrate confidentiality in use of student information - Demonstrate confidentiality in the use of student data				
6a.Practice reflection: *Ability to self-monitor (patience, control of emotions)* InTASC 9(g) CAEP 1.4	Resident 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 positive change. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results.	Resident is sometimes able to evaluate his own performance (e.g., interactions, written work, test results) with a critical lens; may need considerable help from others to generate potential 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.	Resident 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 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.	Resident 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 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.				

Disposition/ Criteria Successful WCSU Residents…	Needs Improvement 1	Developing 2	Target 3	Exemplary 4	Score / Level
7.Demonstrate leadership in support of student learning: *Initiative and Ability to Lead* <mark>InTASC 10(p)</mark> <mark>CAEP 1.</mark>4	Resident has difficulty connecting concepts and applications; Resident's opinions and talents are rarely, if ever, accepted and acted on by colleagues.	Resident sometimes draws connections between concepts and applications; Resident's opinions and talents are sometimes accepted and acted on by colleagues.	Resident consistently draws connections between concepts and applications; Resident's opinions and talents are often accepted and acted on by colleagues.	Resident consistently draws connections between concepts and applications; Resident's opinions and talents are often accepted and acted on by colleagues. In addition, Resident 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 • 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				

Western Connecticut State University
Student Teaching Evaluation Instrument

Three categories of performance from the CCT Rubric for Effective Teaching 2014 will be used by trained and proficient University Supervisors and Cooperating Teachers to observe pre-service teachers. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, Cooperating Teachers use a combination of announced and unannounced observations. University Supervisors' observations are always formal and announced. Each pre-service teacher shall be formally observed a minimum of 4 times during the student teaching experience All observations should be preceded by a pre-conference and followed by a post-conference, verbal and formal midterm and final observation are documented in the administrative data system, Tk20. Specific, actionable feedback is used to identify teacher development needs and tailor support to those needs.

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:

A. **Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.6
B. **Observation:** Observers will collect evidence for Domains during the in-class observation.
C. **Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
1. Classroom Environment, Student Engagement and Commitment to Learning						
CCT1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	[1a.1] Rapport and positive social interactions InTASC 3(c) CAEP 1.1	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.	
	[1a.2] Respect for student diversity InTASC 3(f) CAEP 1.1	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.	
	[1a.3] Environment supportive of intellectual risk-taking InTASC 3(e) CAEP 1.1	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	

x

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
	[1a.4] High expectations for student learning InTASC 3(i) CAEP 1.1	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.	
CCT 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	[1b.1] Communicating, reinforcing, and maintaining appropriate standards of behavior InTASC 3(a) CAEP 1.1	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.	
	[1b.2] Promoting social competence and responsible behavior InTASC 3(c) CAEP 1.1	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies5 and social skills and take responsibility for their actions.	
CCT 1c. Maximizing instructional time by effectively managing routines and transitions.	[1c.1] Routines and transitions appropriate to needs of students InTASC 3(j) CAEP 1.1	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	

Score Key: Below Standard = 7 and below or any 1's;   Developing = 8-14 points with no 1's;   Proficient = 15-21 points with no 1's;   Exemplary = 22-32 points with no 1's

Domain 1. Classroom Environment, Student Engagement and Commitment to Learning Score

					Domain 1 Mean Score	

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
2. Planning for Active Learning						
CCT 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	[2a.1] Content of lesson plan is aligned with standards InTASC 7(a) CAEP 1.1	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.	
	[2a.2] Content of lesson appropriate to sequence of lessons and appropriate level of challenge InTASC 7(c) CAEP 1.1	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an appropriate level of challenge	Aligns content of the lesson plan within the sequence of lessons and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.	
	[2a.3] Use of data to determine prior knowledge and differentiation based on students' learning needs InTASC 7(d) CAEP 1.1	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.	
	[2a,4] Literacy strategies InTASC 7(a) CAEP 1.1	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.	

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
CCT 2b. Planning instruction to cognitively engage students in the content.	[2b.1] Strategies, tasks, and questions cognitively engage students InTASC 8(j) CAEP 1.1	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.	
	[2b.2] Instructional resources and flexible groupings support cognitive engagement and new learning InTASC 8(a) CAEP 1.1	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.	
CCT 2c. Selecting appropriate assessment strategies to monitor student progress.	[2c.1] Criteria for student success InTASC 6(d) CAEP 1.1	Does not plan criteria for student success and/or does not plan opportunities for students to self- assess.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.	
	[2c.2] Ongoing assessment of student learning InTASC 6(a) CAEP 1.1	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	
Score Key: Below Standard = 7 and below or any 1's; Developing = 8-14 points with no 1's; Proficient = 15-21 points with no 1's; Exemplary = 22-32 points with no 1's						
Domain 2. Planning for Active Learning Score (Total of all competency scores)						
Domain 2 Mean Score						

CCCT 2014 Standard Indicators	CCT 2014 Attributes/	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score

	CAEP Standards Elementary				
3. **Instruction for Active Learning**					3.
CCT 3a. Implementing instructional content for learning.	[3a.1] Instructional purpose InTASC 7(b) CAEP 1.1	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
	[3a.2] Content accuracy InTASC 4(a) CAEP 1.1	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
	[3a.3] Content progression and level of challenge InTASC 7(c) CAEP 1.1	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
	[3a.4]Literacy Strategies InTASC 7(g) CAEP 1.1	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
CCT 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	[3b.1] Strategies, tasks and questions InTASC 8(b) CAEP 1.1	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.	
	[3b.2] Instructional resources and flexible groupings InTASC 5(p) CAEP 1.1	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.	
	[3b.3] Student responsibility and independence InTASC 7(j) CAEP 1.1	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.	
CCT 3c. Assessing student learning, providing feedback to students and adjusting instruction.	[3c.1] Criteria for student success InTASC 6(d) CAEP 1.1	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.	

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score

	[3c.2] Ongoing assessment of student learning InTASC 6(a) CAEP 1.1	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	
	[3c.3] Feedback to students InTASC 6(g) CAEP 1.1	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.	
	[3c.4] Instructional adjustment InTASC 6(h) CAEP 1.1	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.	

Score Key: Below Standard = 11 and below or any 1's   Developing = 12-22 points with no 1's   Proficient = 23-33points with no 1's Exemplary=34-44 points with no 1's.

				Domain 3. Instruction for Active Learning Score (Total of all competency scores)		
				Domain 3 Mean Score		

4. Professional Responsibilities and Teacher Leadership						
CCT 4a. Engaging in continuous professional learning to impact instruction and student learning.	[4a.1] Teacher self-evaluation and reflection and impact on student learning InTASC 9(g) CAEP 1.1	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs	

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
	[4a.2] Response to feedback	Unwillingly accepts supervisor feedback and	Reluctantly accepts supervisor feedback and recommendations for	Willingly accepts supervisor or peer feedback and makes	Proactively seeks feedback in order to improve a range of professional practices.	

	InTASC 9(c) CAEP 1.1	recommendations for improving practice.	improving practice but changes in practice are limited.	changes in practice based on feedback	
	[4a.3] Professional learning InTASC 9(a) CAEP 1.1	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	
CCT 4b.Collaborating to develop and sustain a professional learning environment to support student learning.	[4b.1] Collaboration with colleagues InTASC 9(c) CAEP 1.1	Participates in required activities to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	
	[4b.2] Contribution to professional learning environment InTASC 9(o) CAEP 1.1	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	
	[4b.3] Ethical use of technology InTASC 9(f) CAEP 1.1	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	

CCCT 2014 Standard Indicators	CCT 2014 Attributes/ CAEP Standards Elementary	Below Standard (Indicator Not Met) 1	Developing (Indicator Partially Met) 2	Proficient (Indicator Fully Met) 3	Exemplary (Indicator Fully Met)* 4	Score
CCT 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	[4c.1] Positive school climate InTASC 10(c) CAEP 1.1	Does not contribute to a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate	
	[4c.2] Family and community engagement InTASC 10(d) CAEP 1.1	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.	
	[4c.3] Culturally responsive communications InTASC 10(d) CAEP 1.1	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families **OR** demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally-responsive communications with families and the community.	
Score Key: Below Standard = 9 and below or any 1's Developing = 10-18 points with no 1's Proficient = 19-27 points with no 1's Exemplary=28-36						
Domain 4. Professional Responsibilities and Teacher Leadership Score (Total of all competency scores)						
Domain 4 Mean Score						
Composite Score (Total of all Domain Competency Scores – NOT Mean Scores)						

*Exemplary Rating includes criteria for Proficient category with additional performance indicators. This category is for the MASTER teacher and is RARELY given to a student teacher.

Picture/Video Permission Slip

Dear Parents/Guardians:

My name is _____ and I am a student at Western Connecticut State

University, working at _____. As part of my studies, I will be presenting a curriculum

lesson for the class. The activity/project will utilize photos and/or video. Unless otherwise notified, all the

students in class will be participating in this special activity.

PLEASE RETURN THIS FORM **IF YOU DO NOT WISH TO HAVE YOUR CHILD PARTICIPATE**.

Thank you.

_____

WESCONN Student/Teacher Name

_____

Activity Date

………

CHILD'S NAME:_____

_____ I do not wish to have my child participate in this activity.

_____

Parent/Guardian Signature

History of the WCSU Education Department

Selected Events in the History of the Education and Educational Psychology Department

DANBURY STATE NORMAL SCHOOL

1903 Danbury State Normal School is established for the purpose of preparing "teachers in the art of instructing and governing in the public schools of the State…."

1904 41 students are enrolled on September 6th in the first classes "to train teachers…
Enrollments climb to 362 students by 1912, dropping to 66 in the post World War I academic year of 1920-21.

1925 Extension courses are offered at the School

1931 Formation of a Commercial Department for training business education teachers occurs. This program remains until 1935.

1932 & All courses are extended for three-year durations in 1932, and three years later a "special third
1935 year" is offered.

DANBURY STATE TEACHERS COLLEGE

1937 Danbury State Normal School for the training of teachers becomes Danbury State Teachers College.
The CT State Legislature authorizes the granting of a Bachelor of Science degree

1941 The College becomes accredited by the American Association of Teachers Colleges.

1954 The College becomes accredited by several groups:

- New England Association of Secondary Schools and Colleges (NEASC)
- National Council for the Accreditation of Teacher Education (NCATE)
- American Association of Colleges of Teacher Education (AACTE)

1955 Effective as of September, new certification requirements are mandated by Connecticut State for Connecticut teachers to "work toward a Master's Degree."

1958 16 teachers are awarded the first graduate Masters of Science degree

DANBURY STATE COLLEGE

1959 The College's name is changed, omitting the word "Teachers" from the title.

1961 A four-year secondary education program is introduced at the College, leading to a Bachelor of Science degree.

WESTERN CONNECTICUT STATE COLLEGE

1967   Danbury State College becomes Western Connecticut State College.
        The first time, full-time master's degree students are accepted to the College.

1968   A sixth year program is offered at the College for teachers interested in becoming Reading
        Consultants.

1969   Teachers are offered a sixth year program in Elementary Education by the College.

1976   The Board of Trustees of the College noted that less than 50% of undergraduate degrees were now in
        Education.
        There is an academic curriculum shift in emphasis to the service sector.

1977   The College offers a Master of Science degree in Guidance and Counseling.

WESTERN CONNECTICUT STATE UNIVERSITY

1983   The four state colleges become "universities" under the Connecticut State University System with the Co
        being renamed Western Connecticut State University

1986   Students preparing for a career in teaching learned that they no longer can "major" in education after 199

1990   During the spring semester of 1990, the Education Department participated with other departments in a "
        trial" of an Advanced Technology Classroom constructed by IBM. This classroom was the first of its kind
        the USA.

1993   The Connecticut State regulated that Elementary Education undergraduate students needed to major in an
        Arts and Sciences academic subject area, replacing the earlier stipulation that students could be Elementa
        "majors."

2000   The M.S.T. degree program is approved.

2001   The University begins the State approval process for its first doctoral degree program, the Ed.D. degree in
        Instructional Leadership

2002   In September, the University is site visited by Connecticut Department of Higher Education for approval
        the Ed.D. degree and in December the University received final approval from CT Board of Governors to
        institute the Ed.D. Program in Instructional Leadership.

2003   In September, the EdD Program in Instructional Leadership admitted its first class of doctoral students.

2004   In September, all WestConn's Teacher Preparation Programs formally received full reaccredidation from
        Connecticut State Department of Education.

2005   In September 2005, The Ed.D. program in Instructional Leadership admitted its second class of doctoral
        students.

        A new MS degree program in Reading Certification and Cross Certification Program in Early Childhood
        Education are anticipated in the near future.

2015   In September, the first cohort of elementary education Interdisciplinary Majors (IDM) were admitted

Submitted by:
Dr. Leah G. Stambler, Professor of Education
With the assistance of: Cheri Jowdy, B.S. Elementary Education Alumnus (2002)
Meg Moughan, Haas Library Archivist, Dr. Marsha Daria, Elementary Education Coordinator

Additions August 2003, 2004, 2006 by Dean Lynne W. Clark; Dr. Marsha Daria, 2015

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