SECONDARY EDUCATION HANDBOOK

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

2024-2025

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Purpose of Handbook

The purpose of this handbook is to provide students with information and guidance about the secondary education program at Western Connecticut State University. Requirements for admission to the program, for remaining in the program, for degree conferral and for qualifying for certification to teach in the state of Connecticut are explicitly addressed. Links to additional documents with more detailed information about facets of the program are also included. Please be advised that 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.

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

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: SECONDARY EDUCATION PROGRAM OVERVIEW

Secondary Education students will become *dual majors:* they will major in Education AND they will major in a content area offered within the School of Arts and Sciences. Students must select an academic major in arts and sciences from one of the following subject areas in addition to completing their professional education courses:

Biology
Chemistry
English
History (with Minor option in Social Studies)
Mathematics
Spanish

Candidates in the Secondary Education program must demonstrate achievement of the following learner outcomes:

1. Demonstrate academic competence in their selected fields;
2. Know the historical, social, economic, political, comparative and philosophical foundations of education;
3. Understand the variety of patterns of human growth and development;
4. Value and infuse cultural diversity;
5. Demonstrate proficiency in and working knowledge of the Common Core State Standards that will establish what Connecticut's public school students should know and be able to do as they progress through Grades K-12. The following links will guide secondary education majors to a clear understanding of the standards that shape the professional role of the Connecticut teacher:
   a) 2014 Common Core of Teaching (CCT)
   b) Connecticut Code of Professional Responsibility and
   c) 2014 Common Core of Teaching: Foundational Skills
6. Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner;
7. Demonstrate the ability to incorporate appropriately the use of technology in instructional practices;
8. Possess the knowledge and skills to successfully plan, implement, and evaluate classroom differentiated instruction to effectively maximize students' learning potentials, including the use of instructional technology and literacy;
9. Demonstrate comprehensive knowledge and skills for effectively assessing all school children's learning in the classroom;
10. Conduct themselves at all times in a professional and ethical manner as students, classroom teachers and as school leaders, and will embrace the professional values and commitments according to the Connecticut Code of Professional Responsibility;
11. Possess classroom management skills that will assist students to take responsibility for their own behavior while maintaining a classroom that is conducive to learning;
12. Continually improve their professional growth through the practice of inquiry and reflection as a classroom teacher and leader.

Secondary Education Content Area courses—See specific content area program requirement information in Degree Works.

Suggested Course Sequence

The Secondary Education program is demanding, so it is important for students to adhere to the suggested course sequence in order to complete the program in four years. **Note that some of these courses have minimum grade requirements. (See courses with asterisks.)** **These courses must be completed with a minimum grade of "B."

Freshman Year
General Education and Content Area requirements — SEE CONTENT AREA PROGRAM INFORMATION FOR SPECIFIC DETAILS

Sophomore Year
**ED 206 Introduction to Education (*recommended for fall*)
**ED 212 Educational Psychology: Children and Adolescents II (*recommended for spring*)
**HPX 215 Health Issues in Schools (*recommended for spring*)
General Education and Content Area requirements — SEE DEGREE WORKS FOR SPECIFIC DETAILS

Junior Year
General Education and Content Area requirements — SEE DEGREE WORKS FOR SPECIFIC DETAILS

*Fall Semester of Senior Year (Professional Development Semester)***
**ED 385 Methods of Teaching in the Secondary Schools
P/F ED 386 Secondary Education Professional Development School Experience
** EPY 405 Introduction To Special Education
** ED 440 Integrating Language

and one of the following:

** ED/HIS/SS 441 Teaching History and Social Studies in Secondary Schools *or*
** ED/BIO/CHE 442 Teaching Science in Secondary Schools or
** ED/ENG 447 Teaching English in Secondary Schools *or*
** ED/SPA 448 Teaching Spanish in Secondary Schools *or*
** ED/MAT 449 Teaching Mathematics in Secondary Schools

Spring Semester of Senior Year (Student Teaching Semester)
ED/MED 340 Assessment of Teaching Strategies
ED 342 Student Teaching for Secondary Education Majors--Pass/Fail Grade Only
Note: Field experience components require that students provide their own transportation to and from their assigned schools.

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.

Program Transition Points and Coursework

Transition Points

All certification candidates must pass through three transition points to complete the certification program, and a fourth to provide valuable information that will inform decisions about program structure and sequence. 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.

1. Admission to the Education Program

- 30 credits with minimum of 2.7 GPA
- Satisfy Praxis Core requirements
- Fingerprinting/background check prior to first fieldwork experience (ED 206 or ED 212)

2. Admission to the Professional Semester

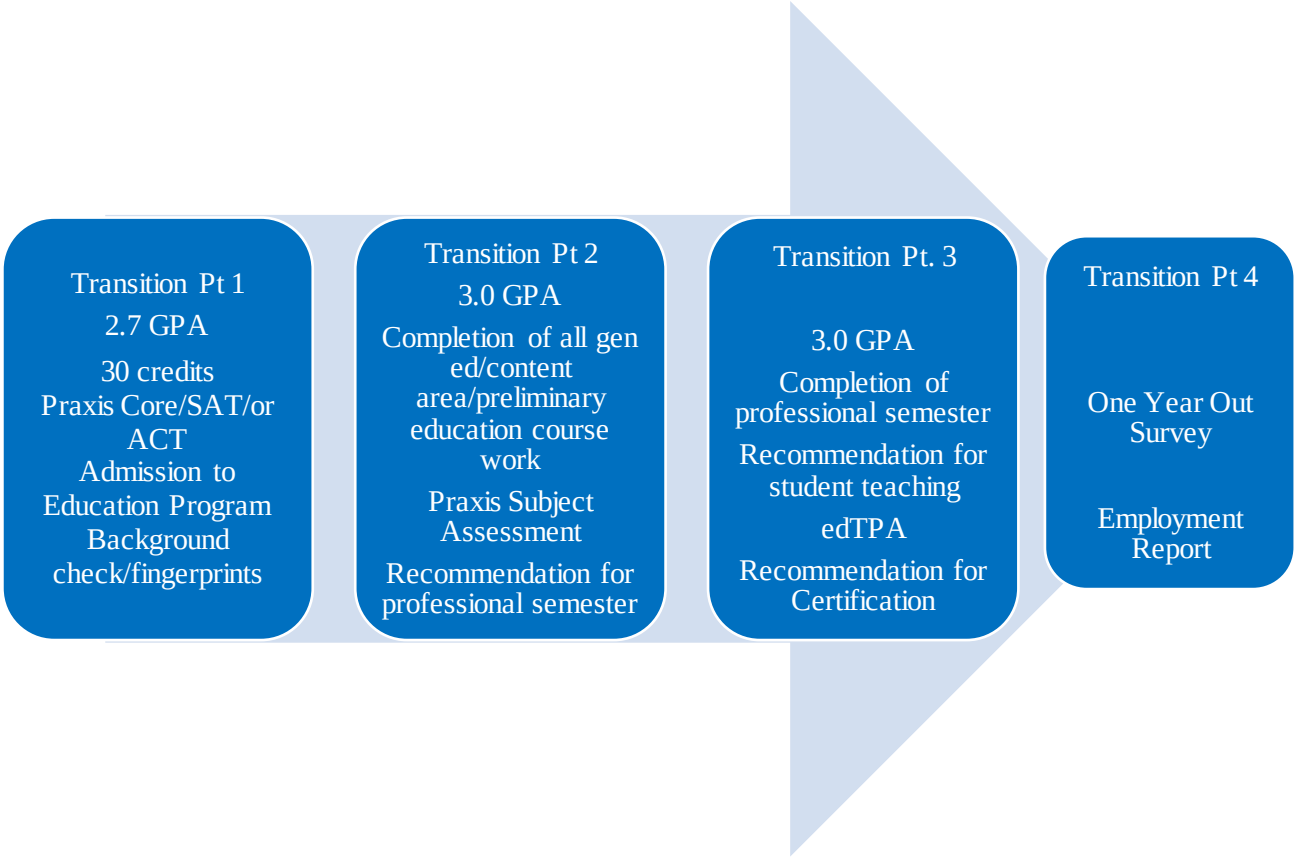
- Overall minimum GPA of 3.0
- Completion of all general education and content area graduation requirements
- Successful completion of required preliminary education and related subject course work (see Degree Works)
- Positive dispositions from host and supervising teachers in field experience
- Positive dispositions in Mursion experience
- Passing score in Praxis Subject Assessment
- Formal application

3. Student Teaching Semester

- Successful completion of professional semester coursework (no grade lower than a "B")
- Positive dispositions from host and supervising teachers in field experience
- Formal application and Human Resources application to student teaching district placement
- Updated resume
- Program completion and recommendation for certification

4. One Year Out

- Graduate survey
- Employment report


Transition Pt 1
2.7 GPA
30 credits
Praxis Core/SAT/or ACT
Admission to Education Program
Background check/fingerprints
Transition Pt 2
3.0 GPA
Completion of all gen ed/content area/preliminary education course work
Praxis Subject Assessment
Recommendation for professional semester
Transition Pt. 3
3.0 GPA
Completion of professional semester
Recommendation for student teaching
edTPA
Recommendation for Certification
Transition Pt 4
One Year Out Survey
Employment Report

PART II: PROGRAM DETAILS

Transition Point 1: Program Admission

Declaring an Education Major/Acceptance into the Program

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 grade point average (GPA) of 2.7 or higher (subject to change based on state mandates) upon completing 30 credits, and must have taken the PRAXIS Core exam in reading, writing and mathematics. SAT, ACT or GRE exams taken previously may satisfy the PRAXIS Core requirement.

Students who fail to meet the 2.7 GPA requirement will not be eligible to declare an Education major. Once accepted as Education majors, students must achieve a cumulative GPA of 3.0 or higher by the time they complete their junior year in order to be eligible for their senior year professional development and student teaching semesters. Admission into the professional development and student teaching semesters during the senior year is contingent on the 3.0 GPA or higher standard (subject to change based on state mandates).

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, complete required district training modules, and complete the district's Human Resources security paperwork!

Criminal History Record Check - (Fingerprinting) : Important Information from EdAdvance

To schedule a fingerprint appointment at our Litchfield or our Bethel location, you can book an appointment on our website: edadvance.org/fingerprinting Your school will provide you with a LINK and Service Code so you may pre-register before your scheduled fingerprint appointment. EdAdvance's fingerprint technician will fingerprint you and mail your completed fingerprint card to the Department of Emergency Services and Public Protection in Middletown to process a state and federal criminal history background check. Your school will retrieve your fingerprint results via a secured Web Portal

Below are steps to follow to get fingerprinted at EdAdvance:

1. Schedule an appointment using the Book an Appointment buttons on this page. Alternatively, click here to book at our Litchfield location, or here to click at our Bethel location.
2. Before your scheduled fingerprint appointment, you are required to pre-register via the Connecticut Criminal History Request System "CCHRS" Web Portal. Your school will provide you with the LINK and a specific Service Code to pre-register.
3. During pre-registration you will be prompted to pay for the FBI fee ($13.25 for a non-volunteer or $11.25 for a volunteer) and, only if applicable, the $75 State fee via a credit card payment or other pre-arranged payment plan.
4. Upon completion of payment, the last screen should state you have successfully completed your pre-registration.
5. Immediately after you have completed your pre-registration you will receive an email from CCHRS. You will need to print a hardcopy of this email. This email will consist of your Name, Applicant Tracking Number and Bar Code. Please bring this email to your schedule fingerprint appointment. This hardcopy email will need to be given to the fingerprint technician so it can be mailed out to the Department of Emergency Services and Public Protection in Middletown with your completed fingerprint card to perform a criminal history background check.
6. The day of fingerprinting you will need to provide to the fingerprint technician a current government-issued photo ID, like a driver's license or passport.
7. You will need come prepared with a credit card, debit card, or money order payable to EdAdvance for your fingerprint administrative/processing fee. The fee for a school district, magnet school or charter school is **$30** and the fee for a private school is **$45.**
8. Before being fingerprinted, the fingerprint technician will have you sign and date a copy of the FBI's Privacy Rights and Act Statement in duplicate – one copy for EdAdvance's file and the other copy for your file.
9. After being fingerprinted, you will receive a memorandum sign and dated by the fingerprint technician confirming you were fingerprinted. It is your responsibility to return this confirmation memorandum to your school.

For your convenience click with your mouse on the HYPERLINKED that pertains to the type of school you have been hired to work in. I also included a flyer for a Student Teacher flyer below. Each tri-fold flyer contains valuable information on fingerprinting such as what you need to do to get fingerprinted and what you need to bring to your scheduled fingerprint appointment.
STUDENT TEACHER Flyer

FREQUENTLY ASKED QUESTIONS

-
- Litchfield Location
  EdAdvance
  355 Goshen Road
  Litchfield, CT 06759
  (860)567-0863

  Bethel Location
  Workspace
  16 Trowbridge Drive
  Bethel, CT 06801
  (203)791-1904

  For more information, go to https://www.edadvance.org/fingerprinting

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 secondary education freshman is required to satisfy the First Year Experience (FY) competency via either a course in the major content area, any one of a number of general education courses, or by taking ED 102 . The main objective of this competency is to help students to engage with WCSU's social and academic culture and prepare them for the challenges of college.

After completing the FY 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 professional and student teaching semesters, 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** classes.

Photo Courtesy of Mursion

The following courses include twenty hours of active observation, Mursion support, as well as a Disposition assessment:

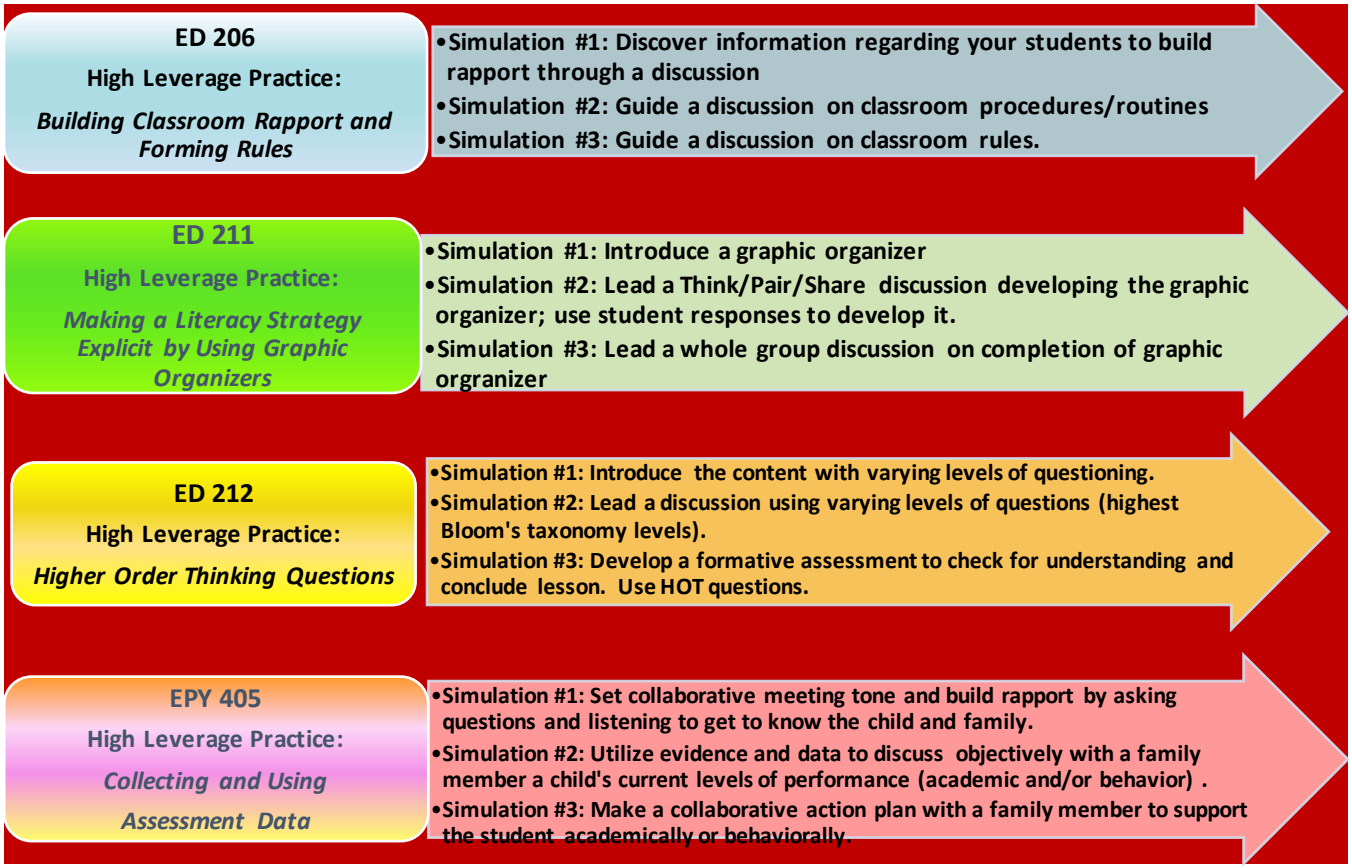
- ED 206 (Introduction to Education)
- ED 212 (Children and Adolescent Development II)
- EPY 405 (Introduction to Special Education)

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.

Through Mursion, pre-service teachers enter a virtual 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 Mursion classroom 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.

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 focus for building and practicing their own instructional skills. The chart below outlines the high level practice experiences assigned to each course (note: ED 211 is elementary ed only):



(Piro and O'Callaghan, 2016)

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 2.7 GPA they may 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 the Professional Development Semester (PDS)

Criteria for Professional Teacher Education Program Acceptance

The Secondary Education program at WCSU is rigorous and not all candidates applying for PDS admission are accepted. Students seeking admission to WCSU's Professional Development Semester must have completed and met the following criteria:

- Pass a Connecticut State Department of Education mandated subject area examination (PRAXIS Subject Assessment). (See the detailed requirements for this exam in a subsequent section.)
- 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.*
- Complete the university's general education requirements (42 semester-hour minimum) 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 or to Degree Works for a list of specific courses that meet individual degree program criteria and competencies.*
- Pass the courses below 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 PDS and student teaching, with likely suspension and possible dismissal from the Education program.
    - HPX 215 Health Issues in the Schools (Grades PK-12)
    - ED 206 Introduction to Education
    - ED 212 Educational Psychology: Children and Adolescents II

Additional Program Acceptance Criteria

After all these criteria have been met, then students must fulfill these additional requirements:

- 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 the candidate's personal attributes and perceived teaching dispositions.

Submission Deadline Dates Applying for Professional Developmental Semester Acceptance

- Secondary education candidates may only apply in the spring semester of their junior year for the fall semester PDS.
- Candidates must submit all of their materials to LiveText for review by the Secondary Education Coordinator and the Director of Field and Clinical Experiences. It is the student's responsibility to ensure that all materials are submitted by the deadline date set each year. Once materials are received, students are contacted for an interview. Only complete files are reviewed for PDS.

Reapplication Process if Denied PDS Acceptance

If the interview team 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.

Transition Point 3: Student Teaching and Preparations for Certification

Student Teaching Process (for further details, see Student Teaching Handbook.)

- Students are not eligible for student teaching course work unless they have received professional program acceptance.
- During their last year, students enter the student teaching phase of the program. In order to register for student teaching, which is offered only during the spring semester, secondary education majors must present at least a 3.0 cumulative GPA (*subject to change due to state mandates*) for all courses taken in their academic and professional education course work. The student teaching requirement for secondary education majors consists of one full semester (70 contact days) of supervised teaching.
- Secondary Student Teaching (ED 342) is offered only in the spring semester. Applications must be approved by the Arts & Sciences content area advisor and the Chair of the E&EPY department.
- **Your PDS application will serve as your student teaching application. Additional materials may be required by the district to which you are applying for student teaching. The Director of Clinical and Field Experiences will notify you if you need to supplement your application.**
- During the student teaching semester, students must concurrently register for ED 342 (Student Teaching) and ED 340 (Assessment of Teaching Strategies); students should not register for any other courses during the student teaching semester; students are also advised not to work during this semester due to the high time commitment required for planning lessons and grading student work after official school hours.
- Students are responsible for providing their own transportation to and from the school to which they are assigned for student teaching.

The edTPA Capstone Assessment

In addition to being evaluated by their cooperating teachers and university supervisors, student teachers will be evaluated on their performance portfolios. WCSU requires students enrolled in our 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, teacher candidates 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 385 (Methods of Teaching in Secondary Schools) provides guidance for candidates during the Professional Semester as they work on completing their edTPA portfolios. *This assessment is consequential!* Candidates who do not complete their edTPA portfolios completely or to a satisfactory degree will *not* be placed for student teaching.

Student Teaching Grading Policy

Students earning less than a "P" grade in student teaching may be required to complete additional student teaching and/or course work before receiving a recommendation for graduation and certification.

Requirements and Preparations for Certification

Exam Requirements

Test	**Test Code**	**Minimum Passing Score**
Praxis Core	5712 Reading 5722 Writing 5732 Math 5751 Combination	156 162 150
Praxis Subject Assessment	5235 Biology 5245 Chemistry 5571 Earth and Space Sciences 5039 English Language Arts 5161 Mathematics 5081 Social Studies	152 151 157 168 160 162
ACTFL	Spanish OPI Spanish WPT	Advanced Low Advanced Low

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.

Additional Requirements

The State of Connecticut now requires all teacher candidates to receive training on the basic foundational information about dyslexia and on the Connecticut English Language Proficiency (CELP) standards. These requirements may be fulfilled through participation in a four-part and two-part webinar, respectively, made available by the Connecticut State Department of Education.

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)

Dismissal from Student Teaching or Professional Semester

On occasion, difficulties may arise during the PDS Clinical Experience or during the Student Teaching semester. In these instances, the Secondary Education Coordinator, PDS liaison, and/or Student Teacher Supervisor works with the student and other school or university stakeholders to resolve these situations.

Every effort is made to assess the situation quickly and to establish a plan of action. Based upon the specifics of the situation, the student may: (1) be reassigned to a different PDS or student teaching placement; (2) be removed from the clinical school experience by the Chair of the department. Students will be informed in writing of decisions regarding their status and may appeal these decisions to the Dean of the School of Professional Studies.

Superintendents, school district TEAM facilitators, cooperating teachers, principals, university supervisors and faculty members of the E&EPY department, in consultation with the appropriate arts and sciences, health education, or music education faculty members, reserve the right to remove a student teacher from any student teaching/clinical experience. (For specific details, see Student Teaching Handbook.)

Student Teacher Dismissal Appeal Process

The student teacher has the right to submit a written appeal within seven days of a notification of dismissal, to the Chair of the E&EP department, the coordinator of student teaching, 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.

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&EP 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. *The Chair has the authority to make final decisions*. 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.

Professional Education Fees

- **LiveText**. Each student in the Education Program is required to obtain a LiveText license. LiveText is a comprehensive data management system used to collect, store, and analyze the results of selected assessments. These data are used to improve the degree and certificate programs in education and to provide evidence to external accrediting bodies that accreditation standards have been met.
- **Fingerprinting and Background Check**. Effective July 1, 2010 the CT House Bill 6901 stipulates that local or regional boards of education must fingerprint individuals seeking placement in the district for the purpose of completing educator preparation requirements in nonpaid, noncertified positions (e.g., student teachers, interns, observations, etc). A criminal history background check is also required in accordance with chapter 166, sec 29-12a. Courses with clinical experiences that require proof of fingerprinting and background check include: ED 206, ED 212, ED 342. Contact the Regional Education Service Center, *EdAdvance*, at (203)791-1904 or (860)567-0863. There is a fingerprinting/background check fee payable to *EdAdvance*.

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)				

Disposition/ Criteria Successful WCSU Residents…	**Needs Improvement 1**	**Developing 2**	**Target 3**	**Exemplary 4**	**Score / Level**
	• Demonstrates varied instructional approaches that match the learning styles of students, differentiating instruction, evidence of high-quality best-practice instructional strategies and approaches in the Teacher Work Sample In the Field Exemplars (Student Teaching) • Can articulate the strengths and needs of the students • Plans demonstrate a clear connection with identified strengths and needs • Designs learning activities that foster the active construction of knowledge				
2.Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs: *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”				

Disposition/ Criteria Successful WCSU Residents…	**Needs Improvement 1**	**Developing 2**	**Target 3**	**Exemplary 4**	**Score / Level**
	• Is respectful when classmates ask questions seeking clarification of course content • Responsive to classmates' request for assistance In Field Exemplars • Demonstrates respect for diverse languages and dialects by not overcorrecting • Integrates diversity actively, combating the marginalization of groups or individuals • Identifies and appreciates the varied contributions of individuals to create an inclusive climate • Seeks to integrate diverse languages and dialects into his/her instructional practice to engage students in learning • Gives appropriate and specific feedback				
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* InTASC 9(n) CAEP 1.4	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.	
	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* InTASC 9(n) CAEP 1.4	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* InTASC 10(p) CAEP 1.4	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.	

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						
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

Revised 8/2024
Patricia Michael

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 & 1935 All courses are extended for three-year durations in 1932, and three years later a "special third 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 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 1

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 kir the USA.

1993 The Connecticut State regulated that Elementary Education undergraduate students needed to major i Arts and Sciences academic subject area, replacing the earlier stipulation that students could be Elemer "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. degr Instructional Leadership

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

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

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

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

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

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

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