

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

School of Professional Studies



Department of Education

Western Connecticut State University

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Purpose of Handbook

The purpose of this handbook is to provide students with information and guidance about the secondary education professional semester 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.

PROGRAM DISCLAIMER: *Please note that Connecticut teacher certification regulations are subject to change due to legislative proposals and mandates, and 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.*

Conceptual Framework of the WCSU Professional Educator Program

A conceptual framework captures the shared vision of the unit, the Education Department, 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 to facilitate student growth and achievement in the 21st Century*.

EDUCATOR

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

The components of our Conceptual Framework underscore our belief that teachers 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 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 and Secondary Program Objectives

The School of Professional Studies and the Education 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."

Candidates in our teacher education programs must achieve the following objectives:

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

4 FREQUENTLY ASKED QUESTIONS

What is the Professional Development Semester (PDS)?

The Professional Development Semester takes place during the semester immediately preceding student teaching. In ED 386 candidates spend a total of 18 days in public school classrooms at both the middle and high school levels where they observe, assist, participate in professional development seminars, and teach in coordination with their pedagogical methods coursework. This is an opportunity to learn about and develop skills in classroom management, assessing student needs and providing effective instruction, as well as gaining familiarity with school culture and experiencing the collegiality of working with exceptional teachers. The culminating clinical experience for student teacher candidates involves full participation in the classroom as a student teacher.

What are the Requirements for Admission to the Professional Semester?

- Overall minimum GPA of 2.7
- Completion of all general education and content area graduation requirements
- Successful completion of required preliminary education and related subject course work (see program sheet)
- Minimum of 94 completed credit hours
- Positive dispositions from host and supervising teachers in field experience
- Passing score in Praxis Subject Assessment
- Formal application (see below)

What are the Secondary Education PDS schools?

All secondary PDS students will be assigned to a host teacher in Bethel Middle School and Bethel High School.

What are the WCSU education courses PDS students take in coordination with Fieldwork Experience (ED 386)?

ED 385 Methods of Teaching in the Secondary Schools

ED 405 Introduction to Special Education

ED 440 Integrating Language Across Content Areas

In addition, content majors participate in the appropriate course relevant to their major:

ED 441 Teaching History and Social Studies in Secondary Schools,

ED 442 Teaching Science in Secondary Schools

ED 447 Teaching English in Secondary Schools

ED 448 Teaching Spanish in Secondary Schools

ED 449 Teaching Mathematics in Secondary Schools

What is the connection between PDS coursework and field experience expectations?

Assignments in each class are aligned to support the clinical component at the end of the semester. Some sample tasks include the following:

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

How do I apply for admission to the Professional Development Semester?

You must submit a completed PDS online application via LiveText by April 1 of your junior year. The application is reviewed by the content area coordinator or department chair and may also be forwarded for review by other interviewing faculty members. You will provide some basic information PRAXIS Subject Assessment (formerly PRAXIS II) exam scores (Spanish candidates take the ACTFL OPI and WPI in lieu of the PRAXIS Subject Assessment exam).

If my application is accepted, what happens next?

You will be notified via email by your content area liaison or department chair that you will be moving forward in the interview process. If the content area liaison or department chair wish to interview you, you will establish a mutually agreeable time to meet for the interview.

What will I be asked during the oral interview?

You will be asked to share your insights on best practices in teaching and learning. You may be asked about what you learned in your education and content area courses to prepare you for entering your Professional Development Semester. You may also be asked to complete a performance task or respond to a specific question that demonstrates your basic understanding of 4-12 content knowledge or even your ability to explain this content to potential 4-12th grade students.

What happens after the oral interview?/ How will I know if I have been accepted to the Professional Development Semester?

Within one week of the interview, you will receive an email from your content area liaison or department chair, and/or from the PDS coordinator indicating your acceptance status. You may be accepted, conditionally accepted or rejected. If accepted or conditionally accepted, you will receive the list of five courses that you will enroll in for the 13 credit hours of coursework the following fall, along with your registration PIN. If conditionally accepted due to not passing your

PRAXIS Subject Assessment or ACTFL OPI/WPI exams, then you will be allowed to register for PDS courses with the understanding that you may be removed from these courses before the start of the fall semester if all conditions are not met. If conditionally accepted due to a question about maintaining your 2.7 cumulative GPA, your professional semester file will be reviewed again to determine if requirements have been met. If you are a transfer student, all grades from previous institutions will be aggregated in with your WCSU grades to calculate your grade point average. Any candidate who does not have a 2.7 GPA, with at least a grade of a B or higher in ED 206, HPX 215 and EPY 204/ED212, will be removed from the active PDS candidate list. If you are not fully accepted into PDS by August of your senior year, your options include appealing to the Education Department Chair, reapplying the following April, or you may be advised to change your major from education to a BA in your content area.

How do I register for PDS courses?

You will receive an email that contains the list of five courses that you will enroll in for the 13 credit hours of coursework the following fall, along with your registration PIN. You will then be able to register online for PDS courses.

What are the course grade expectations in the PDS coursework to be permitted to go forward into student teaching? A minimum grade of B is required in all PDS courses to move on to student teaching in the spring and an overall GPA of 3.0 by the end of the fall semester is expected. ED 386 is graded on a Pass/Fail basis.

How are PDS field experience placements with mentor teachers determined?

The PDS coordinator works with Bethel Middle School and Bethel High School administrators to pair student candidates with public school teachers for the duration of the field experience.

When will I meet my Bethel schools mentor teachers?

All PDS students will meet their Bethel Middle School host teacher following a brief orientation on the first day spent at BMS. You will meet your high school mentor upon your arrival on the first day of your experience in the high school.

What does the field experience schedule look like during the Fall semester?

| | |
|------------|--|
| Four Weeks | Thursdays only (usually) at Bethel Middle School |
| One Week | M-Th at Bethel Middle School |
| Four Weeks | Thursdays only (usually) at Bethel High School |
| One Week | M-F at Bethel High School |

The field experience typically starts during the second or third week of classes. The specific schedule for the semester will be distributed during or just prior to the first week of classes.

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

What happens if I have to be absent on a scheduled PDS day?

Notify your host teacher that you will be absent. All absences must be made up; the make-up day for missing a class should be arranged with your mentor teacher. Also, be aware of the media through which weather-related school cancellations will be announced. The default make-up day for this type of closing will be the following Monday.

What do candidates do during the PDS Fieldwork experience?

The ED 385 instructor will be guiding your PDS field experience with specific tasks that will allow you to connect your classroom time to your course work. Your content methods instructor will also be working closely with you on the culminating capstone final project, and you will be using examples from your field experience during course discussions and assignments. You will be completing a capstone unit project which will involve working closely with your Bethel mentor teachers to plan and implement lessons collaboratively, using the Bethel district's curriculum. It is expected that candidates will participate at the assigned PDS site for the entire school day and typically for a planning period prior to the beginning of school as well as after school. Candidates should be involved at all levels of school activities, including those inside and outside of the classroom. Facilitating small group discussions, providing individual differentiated instructional support or managing collaborative tasks is frequently encouraged. Each student needs to plan to teach at least one lesson during each full week of the PDS experience. The specific integration of any activities will need to be agreed upon between candidates and their mentor teachers. As early in the semester as possible, candidates should discuss these ideas with course professors and mentor teacher. Also be mindful of what you could do to display the behaviors indicated on the evaluation form.

What are the responsibilities of the PDS student in the Bethel classroom during each full-week field experience? Each student candidate must adhere to the responsibilities as outlined by his/her assigned host teacher, the school and district policies, and the university supervisor. The following list is designed to guide the collaboration between the student candidate and host teacher. Items may vary as the needs of the candidate dictate and based on the expectations of the assigned teacher.

- Plan and implement at least one lesson at the middle school and at least one lesson at the high school.
- Work with individual students to accommodate for learning differences and as an after-school tutor or study helper
- Participate in extra school duties and activities.
- Attend staff meetings.
- Attend staff development days.
- Attend the after-school seminars scheduled during the full weeks.
- Dress in a professional manner.
- Conduct yourself according to the Code of Professional Responsibility for Teachers (Sec. 10-145d-440a) of the CT State Regulations.

What are the responsibilities of the assigned mentor classroom teachers?

- Model professional behavior and exemplary instructional practices.
- Encourage and guide professional growth for the student candidate.
- Acclimate the student candidate to the school setting, policies and procedures, and invite the candidate to attend meetings when appropriate.
- Inform and guide the student candidate with regard to school policies and rules concerning classroom management and discipline.
- Allow and encourage the student candidate to be involved in the classroom setting.

What are the responsibilities of the PDS Coordinator?

The PDS Coordinator serves as the WCSU liaison to the public schools participating in the PDS, and works with school personnel to ensure the success of the PDS. The coordinator is responsible for providing information to the PDS schools and answering questions from school personnel. S/he, in consultation with school personnel, oversees the placement of student candidates in classrooms and orients candidates, university faculty, and the public school host teachers to the PDS experience.

What are the responsibilities of the WCSU faculty?

University faculty prepare the student candidates for the PDS in the professional semester methods courses. Following the full-week experience at each school, they guide the candidates to reflect on what they have learned, identifying topics in need of further study or elaboration.

Will I need to be fingerprinted before I can participate in the field experience? At the present time Bethel Schools does not require fingerprinting for the PDS field experience, but a background check is conducted. In addition, Bethel's HR Director provides paperwork to be completed and the following must be provided by the candidate: official identification, evidence of mandated reporter training, and evidence of sexual harassment training.

How will I be evaluated? Candidates will be evaluated by the host teachers using the Initial Program Prior to Student Teaching Dispositions Instrument rubric on the following pages.

CAEP Initial Program End of Program Dispositions Instrument (Post-Student Teaching)

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 candidates. The Educator Preparation Provider (Educational Unit) is committed to the growth of candidates 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 and Cooperating Teacher.

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|---|----------------------------------|--|--|---|---|-----------------|
| 1. Believe that all children can learn: | InTASC 3(i) CAEP 1.4 CCT1a | Candidate does not work in a direction focused on helping all children learn; frequently dismisses or occasionally challenges feedback intended to improve his/her professional practice. Does not implement suggestions for change. | Candidate inconsistently works in a direction focused on helping all children learn; teach/lead; accepts feedback intended to improve his/her professional practice but may have difficulty implementing suggestions even when given help. | Candidate consistently works in a direction focused on helping all children learn and actively seeks to improve his/her practice via acceptance and implementation of feedback. May occasionally have difficulty implementing suggestions without help. | Candidate consistently works in a direction focused on helping all children learn and actively seeks to improve his/her professional practice via acceptance and implementation of feedback. In addition, candidate seeks out professional development opportunities to enhance his/her practice. | |
| | | In Class Exemplars <ul style="list-style-type: none"> Can articulate learning differences (based on exceptionalities, ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) Demonstrates varied instructional approaches that match the learning styles of students, differentiating instruction, evidence of high-quality best-practice instructional strategies and approaches in the Teacher Work Sample | | | | |
| | | In the Field Exemplars (Student Teaching) <ul style="list-style-type: none"> 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 | | | | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|--|----------------------------------|---|--|--|--|-----------------|
| 2. Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs: <i>Respect of others</i> | InTASC 3(f) CAEP 1.4 CCT4c | Candidate 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. | Candidate 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 area whs 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. | Candidate 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. | Candidate 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, candidate actively seeks out opportunities to learn more about diversity and is an advocate for diversity in the school and community. | |
| | | In Class Exemplars <ul style="list-style-type: none"> • Addresses all colleagues appropriately • Compliments other students ("that's a great idea") • Uses humor appropriately • Expresses understanding, sympathy, empathy, and concern • Provides other students with relevant information / resources "I have a great article for you" • Is respectful when classmates ask questions seeking clarification of course content • Responsive to classmates' request for assistance | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> • 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 | | | | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|---|--|--|--|---|--|-----------------|
| | | an inclusive climate <ul style="list-style-type: none"> 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: <i>Enthusiasm</i> | InTASC 10(c) CAEP 1.4 CCT 4b | Candidate 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. | Candidate 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. | Candidate 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. | Candidate 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Participates in both independent and group work. Collects and uses data from multiple sources | | | | |
| 4a.Exercise sound judgment and/or ethical professional behavior: <i>Participation and Punctuality</i> | InTASC 9(o) CAEP 1.4 CCT 4 | Candidate misses several meetings and/or classes and/or fails to attend meetings or consistently fails to meet many deadlines often fails to provide timely or | Candidate attends most meetings and/or classes and is usually on-time for meetings; adheres to most deadlines; sometimes fail to provide timely or reasonable notice for lateness or missed meetings, and may | Candidate attends almost all meetings and/or classes, is on-time for most meetings; meets deadlines; provides timely and reasonable notice for | Candidate attends almost all meetings and/or classes, is always on-time for meetings; consistently meets deadlines; provides timely and reasonable notice for missed meetings, and works independently to | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|---|---------------------------------|---|---|---|--|-----------------|
| | | 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). | need reminders or prompting to hand things in or make up missed work (when appropriate). | missed meetings, and works independently to make-up missed work (when appropriate). | make-up missed work (when appropriate). In addition, candidate takes on leadership roles or additional responsibilities, such as, volunteering to serve as chairperson or on subcommittees as needed | |
| | | In Class Exemplars <ul style="list-style-type: none"> • 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, LiveText) • 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 <ul style="list-style-type: none"> • Is on time • Incorporates available technology into teaching and learning activities • Stays current with technology • Differentiates between having technology and using technology to promote and support student learning | | | | |
| 4b.Exercise sound judgment and ethical professional behavior: <i>Personal Presentation</i> | InTASC 9(n) CAEP 1.4 CCT4 | Candidate does not dress appropriately for professional situations (or mock professional situations) and ignores or does not follow guidance | Candidate inconsistently dresses appropriately for professional situations (or mock professional situations); however, accepts guidance concerning appropriate dress. | Candidate usually dresses appropriately for professional situations (or mock professional situations), and accepts guidance concerning appropriate dress if needed. | Candidate always dresses acceptably for professional situations (or mock professional situations). Seeks out guidance on professional dress as needed. | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | | | | Exemplary 4 | Score/ Level |
|---|---------------------------------|--|---|---|--|-----------------|
| | | concerning appropriate dress. | | | | |
| | | In Class Exemplars <ul style="list-style-type: none"> Dress according to the professional standards at WCSU Professional demeanor is presented Maintains a high level of professionalism | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> Professionally dressed Professional demeanor is presented Maintains a high level of professionalism | | | | |
| 4c. Exercise sound judgment and ethical professional behavior: <i>Verbal Communication</i> | InTASC 9(n) CAEP 1.4 CCT4 | Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs; candidate exhibits unacceptable skills to enhance "spoken words" such as eye-contact and listening. Occasionally, candidate is not receptive to feedback or fails at attempts to improve. | Candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; or candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Candidate is receptive to feedback but may need support and help to make improvements. | In all spoken communications, candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; and candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements. | In all spoken communications, candidate consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs; and candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive verbal communication in his or her school or class and is involved in helping others improve verbal communication. | |
| | | In Class Exemplars <ul style="list-style-type: none"> Make only positive comments about classmates and faculty members Effectively communicates using professional language | | | | |
| | | In Field Exemplars | | | | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | | | | Exemplary 4 | Score/ Level |
|---|---------------------------------|--|---|---|--|-----------------|
| | | Below Standard 1 | Developing 2 | Proficient 3 | | |
| | | <ul style="list-style-type: none"> 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: <i>Written communication</i> | InTASC 9(n) CAEP 1.4 CCT4 | In written communication, candidate 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. Candidate is often not receptive to feedback or fails at attempts to improve. | In written communication (formal and informal), candidate uses some unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs. Candidate is receptive to feedback but may need help and support to make improvements. | In all written communication (formal and informal), candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements. | In all written communication (formal and informal), candidate consistently uses acceptable language for given situations, including but not limited to grammar, vocabulary, never using terms considered offensive by different cultures/beliefs. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive written communication in his or her school or class and is involved in helping others improve written communication. | |
| | | In Class Exemplars <ul style="list-style-type: none"> Assignments are professional in appearance using appropriate style guidelines Seeks source material beyond those assigned Takes initiative to address suggestions | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> Collects and uses data from multiple sources Proactively communicates with all stakeholders Consistently solicits and uses input and feedback Communications are professional, positive, and maintain the best interests of students | | | | |
| 4e.Exercise sound judgment and ethical professional behavior: | InTASC 9(n) CAEP 1.4 CCT4 | Candidate frequently exhibits non-verbal cues (body | Candidate sometimes exhibits non-verbal cues (body language, | Candidate frequently exhibits non-verbal cues (body language, | Candidate consistently exhibits non-verbal cues (body language, facial expressions, use | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | | | | | |
|---|---------------------------------|---|--|--|---|-------------------------|
| | | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
| <i>Non-verbal communication</i> | | language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or frequently uses non-verbal cues indicating a negativity. Candidate is often not receptive to feedback or fails at attempts to improve. | facial expressions, use of communication tools, etc.). Candidate is receptive to feedback but may need help and support to make improvements. | facial expressions, use of communication tools, etc.) that indicates (s)he is positively receiving information and uses these same non-verbal skills in discussions. May be minor errors that are self-corrected. Candidate is receptive to feedback and independently makes improvements. | of communication tools, etc.) that indicate (s)he is positively receiving information and uses these same non-verbal skills in discussions. . In addition, candidate actively strives to foster a culture of sensitive communication in his or her school or class. Candidate makes no errors. In addition, candidate actively strives to foster a culture of sensitive non-verbal communication in his or her school or class and is involved in helping others improve their nonverbal communication. | |
| | | In Class Exemplars <ul style="list-style-type: none"> Actively listens when classmates contribute in class Actively works to understand opposing views through attentive listening | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> Demonstrates appropriate body language Demonstrates appropriate eye contact | | | | |
| 5. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: <i>Adherence to legal and ethical guidelines (confidentiality)</i> | InTASC 3(i) CAEP 1.4 CCT4 | Candidate is unaware of or ignores legal and ethical guidelines dealing with confidentiality of student information, including data. Does not treat student information and data responsibly. | Candidate is developing a knowledge of legal and ethical guidelines dealing with confidentiality of student information, including data; may not always apply this knowledge and may violate confidentiality when dealing with student information and | Candidate understands and consistently adheres to ethical guidelines dealing with confidentiality of student information, including data. May inadvertently violate confidentiality but accepts feedback and independently corrects behavior. | Candidate understands and consistently adheres to ethical guidelines dealing with confidentiality of student information and data. In addition, candidate seeks to stay abreast of changes in legal and ethical guidelines affecting his/her professional practice and reports breaches of which he/she becomes aware to the appropriate authority. | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|---|---------------------------------|--|---|--|---|-----------------|
| | | | data. Accepts feedback but may need help and support to make corrections. | | | |
| | | In Class Exemplars <ul style="list-style-type: none"> Demonstrates respect of others and their personal information | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> Demonstrate confidentiality in use of student information Demonstrate confidentiality in the use of student data | | | | |
| 6a.Practice reflection: <i>Ability to self-monitor (patience, control of emotions)</i> | InTASC 9(g) CAEP 1.4 CCT4 | Candidate does not evaluate own performance (e.g., interactions, written work, test results) and is unable to provide any substantive suggestions for positive self-improvement and/or fails to see the need for positive change. Offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results. | Candidate 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-minded and positive when receiving feedback from others; may need support and supervision in order to act on suggestions for change. | Candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens; may need minimal help from others to generate potential improvements or revisions, and 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. | Candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, independently generates potential improvements or revisions, and applies them to 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 <ul style="list-style-type: none"> Demonstrates self-reflection and self-improvement through written communication (i.e. e-mail, journals, ePortfolio submissions) | | | | |
| | | In Field Exemplars <ul style="list-style-type: none"> Consistently solicits and uses input and feedback. Models reflective practice (praxis), sharing insights from one's own experiences. | | | | |

| Post-Student Teaching Disposition/Criteria Successful WCSU candidates... | Standards Alignment | Below Standard 1 | Developing 2 | Proficient 3 | Exemplary 4 | Score/ Level |
|---|----------------------------------|---|--|---|---|-----------------|
| 7.Demonstrate leadership in support of student learning: <i>Initiative and Ability to Lead</i> | InTASC 10(p) CAEP 1.4 CCT4 | Candidate has difficulty connecting concepts and applications; candidate's opinions and talents are rarely, if ever, accepted and acted on by colleagues. | Candidate sometimes draws connections between concepts and applications; candidate's opinions and talents are sometimes accepted and acted on by colleagues. | Candidate consistently draws connections between concepts and applications; candidate's opinions and talents are often accepted and acted on by colleagues. | Candidate consistently draws connections between concepts and applications; candidate's opinions and talents are often accepted and acted on by colleagues. In addition, candidate actively seeks out leadership opportunities. | |
| | | In Class Exemplars <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Speaks supportively of WCSU • Constructively criticizes WCSU • Constructively represents WCSU to outside organizations and the community • Belongs to and participates in professional organizations | | | | |

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