

Secondary, Health and Music Education
Professional Development School (PDS) Experience
Handbook



Department of Education and Educational Psychology
Western Connecticut State University

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Conceptual Framework for Education Programs at Western Connecticut State University

Shared Vision and Theme of the Education Unit

A conceptual framework captures the shared vision of the unit, guides the activities of faculty and candidates, and becomes the vehicle through which the unit's goals are articulated to the broader community.

The vision of the Western Connecticut State University Education Department is reflected in the term **EDUCATOR** (Expertise in content knowledge, Diversity, Unity, Classroom and school leadership, Attitudes, Technology, Organize knowledge and facilitate learning, Reflective practitioner) and the theme *Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century*.

EDUCATOR

E (Expertise in content knowledge,

D Diversity,

U Unity,

C Classroom and school leadership,

A Attitudes,

T Technology,

O Organize knowledge and facilitate learning,

R Reflective practitioner)

The components of our Conceptual Framework underscore our belief that teachers and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diversity of students found in 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 practice, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world.

The term **EDUCATOR** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing the educators of the future. (See www.wcsu.edu)

Values, Commitments and Professional Ethics

[V.C.E.]

1. *Believe that all people can learn.*
2. *Respect diversity.*
3. *Value and communicate with families.*
4. *Demonstrate a commitment to teaching and learning.*
5. *Be a reflective practitioner.*
6. *Think critically.*
7. *Demonstrate ethical and professional behavior.*

**Department of Education and Educational Psychology
Western Connecticut State University
Fall 2011**

The Professional Development School (PDS) Experience

Candidates for teacher certification who are enrolled in the health, music and secondary education professional programs at WestConn are placed in public school classrooms for two weeks in conjunction with their educational methods courses in the areas of: instruction, assessments, integrating language, and content practices. Student candidates work with students under the direction of public school classroom teachers and are also supervised by university faculty. During the fall semester, **health and music** education candidates spend one week in an elementary/middle school placement and one week in a secondary school placement. (Danbury or area schools) **Secondary** education candidates spend one week in a middle school placement and one week in a high school placement. (Bethel Schools)

Placement of Candidates

The coordinator of professional development school experience works with the Bethel Public School PDS liaison to pair student candidates with public school teachers during the ten days of this field experience. (*Note: due to availability of teachers health and music candidates may be at Danbury High School or area schools*)

Meeting Teachers: (Bethel Schools) **Thursday, November 10th** student candidates will meet their assigned teachers for both the middle school and high school experience for a brief introduction period and time to ask questions. (*7:30 – 9:00 a.m.*) *in Bethel, school to be determined*)

Beginning the PDS

During the Fall 2011 semester, the health and secondary candidates' PDS experience will run from **Monday, November 28th through Friday, December 9th**. (10 days)

Seminars will run after school on- site for three days each week. (Mon.Tues.Thurs..) of which student candidates are expected to attend.

On **Monday, November 28th**, candidates for certification should arrive at the assigned school and report to the **Main Office** according to the following schedule. Then, on the following **Monday, December 5th**, candidates should arrive at the second school to which they have been assigned and report to the main office, according to the same schedule.

Bethel High School: Candidates arrive at 7:15 AM

Bethel Middle School: Candidates arrive at 8:00 AM

This will give the school staff time to sign you in, issue your security pass and show you to your assigned room.

Responsibilities of the WestConn PDS Students

Each student candidate must adhere to the responsibilities as outlined by his/her assigned classroom teacher, the school district and university supervisor. The following list is designed to guide the collaboration between the student candidate and assigned classroom teacher. Items may vary as the needs of the candidate dictate and based on the expectations of the assigned teacher.

- 1) Plan one lesson
- 2) Work with individual students
 - a. To accommodate for learning differences
 - b. As an after school tutor or study helper
- 3) Write a paper reflecting on experience working with individual students. This paper will be evaluated by the instructor of your A&S methods course. (Music students are exempt from this activity).
- 4) Spend one week in a high school setting and one week in a middle school setting for secondary. (Elementary and secondary settings for health and music students.)
- 5) Participate in extra school duties and activities.
- 6) Attend staff meetings.
- 7) Attend staff development days.
- 8) Dress in a professional manner

- 9) Conduct yourself according to the Code of Professional Responsibility for Teachers (Sec. 10-145d-440a) of the CT State Regulations.

Responsibilities of the Assigned Classroom Teachers

- 1) Serve as a role model for the student candidate by continually promoting professionalism (i.e., discussing career responsibilities and professional development opportunities).
- 2) Encouraging and guiding professional growth for the student candidate.
- 3) Acclimating the student candidate to the school setting, policies and procedures and inviting the candidate to attend meetings when appropriate.
- 4) Inform and guide the student candidate with school policies and rules concerning classroom management and discipline.
- 5) Encourage and allow the student candidate to be involved in the classroom setting.

Responsibilities of the PDS Coordinator:

The PDS Coordinator serves as the WestConn liaison to the public schools participating in the PDS, and works with school personnel to ensure the success of the PDS. The coordinator is responsible for providing information to the PDS schools and answering questions from school personnel. He or she, in consultation with school personnel, places student candidates in classrooms and orients candidates, university faculty and public school assigned teachers to the PDS Experience.

Responsibilities of the WestConn Faculty:

University faculty prepares the candidates for the PDS during the professional semester methods courses. They visit the public school classrooms in which their student candidates have been placed at least twice during the PDS Experience (one visit to middle school, one visit to high school). At the close of the two week experience, they guide the candidates to reflect on what they have learned, identifying topics in need of further study or elaboration. Faculty will also work with students to improve areas of weakness identified by assigned teachers on the evaluation form.

What If a Problem Arises?

If the assigned classroom teachers have any concerns regarding the candidate, they should inform their school administrator and contact the WestConn PDS Coordinator, Mr. Richard Bellesheim. Similarly, if the candidate has concerns regarding

the PDS assignment, he or she should notify the PDS Coordinator and Chair of the Education Department.

Attendance:

Candidates for certification are **required** to attend **each day** the Professional Development Experience as scheduled. A student with a serious illness or emergency must notify their classroom teacher and PDS coordinator and make up all absences, starting on the Monday following the final day of the PDS. The University Health Services requires documentation (i.e., doctor's note or equivalent) of illness or the nature of the emergency in the event of an absence.

Evaluation:

Candidates will be evaluated by the classroom teachers using the evaluation form that follows. The form must be signed by both the classroom teacher(s) and candidate, acknowledging that the items on the form have been reviewed and discussed between the teacher and student candidate. *A final grade for the experience will be determined by the PDS Coordinator. The signed form should be **returned immediately** upon completion of the Professional Development Experience to the **respective school principal**. (Note: a passing grade is required before a student teacher assignment can be finalized).*

Placement Requirement:

Connecticut State Statues requires local and regional boards of education to 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.) (House Bill 6901). Any person in a nonpaid, noncertified position completing preparation requirements for the issuance of an educator certificate pursuant to chapter 166, who performs a service involving direct student contact to submit to state and national criminal history records checks within thirty days from the date such worker begins to perform such service.

Note: Once on file from the Regional Service Center then your fingerprinting results may be use again for student teaching.

Education Connection is the Regional Education Service Center which supports school district in Western Connecticut. Appointments are made for fingerprinting by the Education Connection receptionists:

(There will be a fee for fingerprinting; \$43.25 last year.)

Barbara Westner at the Litchfield Office
355 Goshen Road
Litchfield, CT 06759
860-567-0863

Connie Phillippi at the Danbury Office
345 Main Street
Danbury, CT 06810
203-791-1904

Western Connecticut State University
Secondary, Health and Music Education Professional Development School
Experience Fall - 2011
Candidate Evaluation Form

WCSU Teacher Candidate: _____ School _____

Teacher _____ Grade Level _____

Please use the following scale to evaluate the pre-service student teacher candidate in items 1-11 below as based on the five days they spent in your classroom.

Rating Scale

- | | |
|----------------------------|--|
| 3 Target | An extensive knowledge and understanding of the area is provided. (Skill is at a level that would serve as an example for other pre-service candidates) |
| 2 Acceptable | A solid knowledge and understanding of the area is given. (Skill level is sound and appropriate) |
| 1 Unacceptable | Area lacks knowledge base. (Skill level is deficient or not effective) |
| 0 No Evidence (N/E) | No evidence candidate had an opportunity to demonstrate this skill. (Non-observable) |

:I. Teacher candidate's demonstrated applied knowledge: (planning, instructing and assessing)

- ___ **1.** Demonstrated knowledge and understanding appropriate to the subject area.
VCE = 1,2,4,6
- ___ **2.** Demonstrated knowledge of content standards as they related to class lessons.
VCE = 1,2,4,6
- ___ **3.** Demonstrated understanding of individual differences.
VCE = 1,2,3,4
- ___ **4.** Communicated clearly, using acceptable written and oral expressions with students.
VCE = 3,4,7
- ___ **5.** Fostered a learning community by establishing a positive rapport, engaging students and encouraging students to respect differences.
VCE = 1,2,3,4,5,7
- ___ **6.** Communicated and reinforced developmentally appropriate standards of behavior.

(i.e., knowledge of management techniques).

VCE = 1,2,4,7

___7. Adapted to classroom organization and routines.

VCE = 1,4,7

___8. Demonstrated knowledge and application of instructional technology skills.

VCE = 1,4

II. Teacher candidate’s demonstrated professional responsibilities: (ethical practices, appropriate interaction and self- evaluation with mentor)

___9. Appropriate interaction observed with individuals and groups of students.

VCE = 1,2,3,4,7

___10. Demonstrated appropriate professional behavior with regards to PDS responsibilities. (i.e. followed school policies and procedures; reported on time, dressed appropriately and demonstrated appropriate ethical behavior)

VCE = 4,5,7

III. Teacher candidate’s demonstrated field experience performance: (entry level to student teaching)

___11. Predictability of success as a classroom student teacher.

VCE = 1,2,3,4,5,6,7

Areas needing attention prior to student teaching.

IV. Teacher candidate’s participation in other activities: (Please indicate if the student candidate participated in any of the following activities)

Worked with special needs students? Yes ___ No ___ N/E___
VCE = 1,2,3

Completed and /or shared any extra-duty assignments? Yes ___ No ___ N/E___
VCE = 3,4,7

Attended staff meeting(s), activities and seminars? Yes ___ No ___ N/E___
VCE = 4,7

PDS Student Candidate: _____
(Print Name) (Signature) (Date)

Comments: _____

PDS Classroom Teacher: _____
(Print Name) (Signature) (Date)

Comments: _____

PDS WCSU Liaison _____
(Print Name) (Signature) (Date)

Comments: _____

Final Grade: (Completed by **PDS WCSU Coordinator**) _____ (A passing grade is required before placement in a student teaching assignment can be finalized).

Contact Information

Mr. Richard Bellesheim, Coordinator of Professional Development Experience
(ED386)

Office#: 203-837-8516

Location: WS 239

E-Mail: bellesheimr@wcsu.edu

Ms. Pamela Chapman, Coordinator- Bethel Middle School
Assistant Principal Bethel Middle School

Office # 203-798-4620

E-Mail Chapmanp@bethel.k12.ct.us

Mr. Chris Troetti, Coordinator – Bethel High School
Assistant Principal Bethel High School

Office # 203-794-8620

Troettic@bethel.k12.ct.us

Dr. Patricia Cosentino, Principal Bethel High School

Office # 203-794-8663

E-Mail Cosentinop@bethel.k12.ct.us

Dr. Kevin Smith, Principal Bethel Middle School

Office # 203 794- 4670

E-mail Smithk@bethel.k12.ct.us

Dr. Wesley Ball, Coordinator of Music Education Programs

E-mail address: ballw@wcsu.edu

Dr. Luis Bonilla, Secondary Education Spanish Liaison (ED448)

E-Mail: bonillal@wcsu.edu

Dr. Jennifer Duffy, Secondary Education History/Social St. Liaison (ED441)

E-Mail: duffyj@wcsu.edu

Dr. Becky Hall,

Secondary Education Mathematics Liaison (ED449)

E-Mail: hallb@wcsu.edu

Dr. Theodora Pinou, Secondary Education Science Liaison (ED442)

E-Mail: pinout@wcsu.edu

Mr. William Shields, Secondary Education English Liaison (ED447)

E-Mail: sheildsw@wcsu.edu

Dr. Leah Stambler, Secondary Education Liaison (ED 440 & ED385)
E-Mail: stamblerl@wcsu.edu

Dr. Virginia Verhoff, Coordinator of Health Education Program
E-Mail: verhoffv@wcsu.edu

Dr. Michael Wilson, Secondary Special Education Liaison (ED405) E-mail:
wilsonm@wcsu.edu

Support Staff:

T. B.D. Department Chair of Education & Education Psychology
Office # (203) 837-8510 Location: WS 250
E-Mail:

Mrs. Ana Cangialosi, Secretary of Education and Educational Psychology Department
Office #: (203) 837-8510 Fax #: (203) 837-8413
Location: WS 249
E-Mail: cangialosia@wcsu.edu

Dr. Maryann Rossi, Interim Dean, School of Professional Studies
Office #: (203) 837-9500
Location: WH 123 E-Mail rossim@wcsu.edu

E&EP Department Website: <http://www.wcsu.edu/education>

Directions to Bethel's Schools *Bethel Educational Park*

From Midtown Campus

- Go **East on White St.** (Away from Main Street)
- After you pass the CVS on the left White Street turns into Newtown Road.
- Follow **Newtown Rd. East until you reach Plumtrees Rd.** (Right after Denny's and Blockbuster)
- Turn **right at the stop light onto Plumtrees Rd.**
- Follow Plumtrees Rd. until it ends at Shelter Rock Rd.
- Turn **right onto Shelter Rock Rd.**
- **Shelter Rock turns into Walnut Hill Rd.**
- Walnut Hill Rd. ends at Plumtrees Rd. (different one)
- Take a **right onto Plumtrees Rd.**
- Take the **very next Left onto Whittlesey Dr.** There should be a sign for the Bethel Educational Park.
- Follow the road up the hill past the signs for the **Middle School.**
- You will pass the football field (on left)
- The **High School in on the left after you pass the football field.**
- **Middle and Elementary Schools** also located on this campus with posted signs
- Park in front; avoid visitor parking unless directed otherwise

From Westside Campus

- Take **I-84 East** and get off at **Exit 8**
- Go straight through two lights and turn right onto **Payne Rd.** at the third light. (*Chase Bank on the corner*)
- Follow Payne Rd. until the stop sign and continue straight (which is now Walnut Hill Rd) until the next stop sign.
- Right onto **Plumtrees Rd** (sign for police dept.) and immediate left at light up the hill to the *Educational Park*. Follow signs to the high school which is near the top of the hill. Park in front, avoid visitor parking unless directed otherwise.

* Use www.mapquest.com for more details.