



Master of Arts in Teaching

HANDBOOK

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Table of Contents

Welcome from the Dean		2
Definition of the Master of Arts in Teaching Program		3
Program Rationale		3
Conceptual Framework		4
The Education and Educational Psychology Department's Mission Statement and Objectives		5
Proficiencies for M. S. in Education Students		6
Master of Arts in Teaching Program Objectives		7
<i>Alignment of the Unit's Conceptual Framework Components, Program Objectives and Proficiencies</i>		7
Entry, Retention, and Exit Requirements		8
<i>What is a Master of Arts in Teaching Program?</i>		9
Program Structure		9
Observations		9
Student Teaching		10
Master of Arts in Teaching Exit Portfolio		11
Secondary Course Sequence		11
<i>What courses will I take?</i>		12
Core Curriculum Secondary Cohorts		12
Secondary Mathematics Option		13
Secondary Science (Biology) Option		13
Secondary World Languages (Spanish) Option		14
<i>Classroom Observation</i>		15
<i>How will I be evaluated?</i>		17
<i>Who can I contact if I need help?</i>		18
<i>What do I do if I'm going to be absent?</i>		18
<i>Do I need permission to do certain things?</i>		18
Permission to use student images		19
History of WestConn		20
Contact Information		22
<i>Other University Information</i>		
Payment Plan Options		23
Financial Aid		25
WestConnduit		23
WCSU Libraries		25
Information Technologies and University Computing		25
WCSU Disposition Survey		27
Grading in Student Teaching		33



Welcome to the Masters of Arts in Teaching (M.A.T.) program, offered by the Education and Educational Psychology Department, at Western Connecticut State University. The Master of Arts in Teaching program is a logical next step in the evolution of quality educational experience at WestConn, serving a new group of candidates. This includes desiring to change careers, or to move through their graduate studies in a program in a convenient and cost efficient manner. Candidates accepted into this program will have already completed the content area coursework necessary for certification.

The cohort model employed by WestConn's M.A.T. program has been show-to be effective in the development of active participation and program completion, reducing attrition because of the collegial support system developed in the model. Candidates will complete the program in 13 months of sequential course work. Upon successful completion of the program, you will have earned both a Master of Arts degree in Education and have met the academic requirements leading to Connecticut teacher certification.

Students will elect to join either the cohort-in Secondary Education in one of three state-identified durational shortage areas of secondary education (7-12): Mathematics, Science (Biology), or World Languages (Spanish).

Sincerely,

*Maryann Rossi, Ph.D., Associate Dean
School of Professional Studies*

Definition of the Master of Arts in Teaching Program

The Master of Arts in Teaching Program is a 13 month program where students, who already hold a Bachelor of Arts or Bachelor of Science degree and meet our Graduate School entry requirements, will simultaneously work toward qualifying for a Master of Arts in Education degree and teaching certification. Since many of our recent applicants and potential applicants are career-changers, we are structuring this program toward that population. Classes will be held in the late afternoon, evening and/or online with the exception of the student teaching semester, a 15 week (70 day) experience in a public school setting.

Program Rationale

The Masters of Arts in Teaching Program (M.A.T.) offers candidates a sequential cohort model leading to a Masters degree and coursework fulfilling certification requirements in three secondary education (7-12) state-identified durational shortage areas Science, Mathematics, and Spanish.

The M.A.T. will target post baccalaureate students (e.g., career changers, non traditional students, and others) who want to earn a master's degree in education while meeting the requirements for teacher certification. Students accepted into this program will have already completed the content area coursework necessary for certification.

The specialized niche is this program is not an internship program as are so many of the other M.A.T. programs in the state. Many M.A.T. programs with internships require candidates to work full time for a year in a public school, which offsets the tuition. Most often candidates serve as substitute teachers in these settings.

The Master of Arts in Teaching program is a logical next step in the evolution of quality educational experience serving a new group of candidates, those desiring to change careers.

On the secondary level, the university had selected three durational shortage areas for inclusion in the program: Science, Mathematics, and World Languages (Spanish).



Conceptual Framework

Shared Vision and Theme of the Education Unit

A conceptual Framework captures the shared vision of the Unit, guides the activities of faculty and candidates, and becomes the vehicle through which the Unit's goals are articulated to the broader community. A conceptual framework promotes cohesion within the Unit and becomes a base from which "Continuous improvement, renewal, and change can occur" (Dottin, 2001, p. 3.).

The Conceptual Framework is closely aligned with state and national standards, and reflects the philosophy, mission and objectives of Western Connecticut State University (WestConn), the School of Professional Studies, and the Education and Educational Psychology Department. The vision of WestConn's Education Unit is reflected in the theme *Preparing educators to facilitate student growth and achievement in the 21st Century* and the term **EDUCATOR** (as represented below):

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

Expertise in content knowledge - Candidates and graduate students will demonstrate expertise in content knowledge

Diversity - Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.

Unity - Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents and other community members.

Classroom and school leadership - Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.

Attitudes - Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state, and institutional standards.

Technology - Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.

Organize knowledge and facilitate learning (Pedagogy) - Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology, and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.

Reflective Practitioner - Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

The Education and Educational Psychology Department's Mission Statement and Objectives

(Revised Fall 2003)

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

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



Proficiencies for M. S. in Education Students
(based on Education and Educational Psychology department
and M. S. in Education program 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 (within the curriculum),
6. Demonstrate a proficiency in and working knowledge of the Connecticut Common Core of Teaching (1999) (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 appropriately incorporate the use of technology in instructional practices.
9. Investigate curriculum theory and associated research as these apply to classroom practices directed toward the improvement of instruction (Option in Curriculum).
10. Expand his or her knowledge base regarding the use of instructional and information technology in the classroom (Option in Instructional Technology).
11. Develop skills to implement directed classroom reading activities at the elementary and secondary levels (Option in Reading).
12. Expand his or her knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students in a regular classroom (Option in Special Education).
13. Accurately assess and analyze student learning, reflective on adjustments needed for both instruction and assessment, and
14. Demonstrate the ability to be both a consumer of information and a producer of educational research through the use of inquiry, critical analysis, and synthesis in the investigation of a selected research project.

Master of Arts in Teaching Program Objectives

The objectives of the Master of Arts in Teaching Program link with the unit's program objectives in reflecting the unit's conceptual framework.

1. Demonstrate the connection of content with pedagogy in developmentally appropriate lesson design for elementary and secondary levels.
2. Demonstrate leadership in the conceptualization, initiation, assessment, and redesign of curricular and educational initiatives.
3. Demonstrate the innovative use of web based instructional and information technology in the classroom.
4. Demonstrate differentiated instruction in effectively working with a range of students of varying backgrounds and abilities.
5. Demonstrate knowledge of the education and development of exceptional, gifted, talented, and disabled students in a regular classroom.
6. Accurately assess and analyze student learning, reflecting on the adjustments needed for both instruction and assessment.
7. Demonstrate the ability to be both a consumer and a producer of educational research through the use of inquiry, critical analysis, and synthesis in the investigation and implementation of action based research.
8. Demonstrate the construction of meaning in the collaborative cohort setting.

Alignment of the Unit's Conceptual Framework Components, Program Objectives and Proficiencies

Conceptual Framework Theme	Education and Educational Psychology Department	Proficiencies for M.S. Education Students	M.A.T. Program Objectives
<u>E</u>xpertise in Content Knowledge	Objectives 1, 2, 3 and 6	Proficiencies 1, 2, 3, 9	Objectives 1, 2, 3 and 7
<u>D</u>iversity	Objectives 4 and 5	Proficiencies 4, 5, 13	Objective 4 and 5
<u>U</u>nity	Objectives 4 and 5	Proficiencies 4, 7, 13	Objectives 4 and 8
<u>C</u>lassroom and School Leadership	Objectives 1, 4, 5 and 6	Proficiencies 6, 9	Objectives 2, 3 and 7
<u>A</u>ttitudes	Objectives 1, 4 and 7	Proficiencies 5, 7, 10, 12	Objectives 1, 2, 4 and 7
<u>T</u>echnology	Objectives 1, 2, 4, 7 and 8	Proficiencies 8, 10, 13	Objectives 2, 3 and 7
<u>O</u>rganize Knowledge and Facilitate Learning	Objective 1, 3 and 6	Proficiencies 11, 13	Objective 1, 2, 4, 5 and 6
<u>R</u>eflective Practitioner	Objective 1, 3 and 7	Proficiencies 7, 14	Objective 6, 7 and 8

M.A.T. Entry Requirements

Individuals holding a bachelor's degree from an accredited institution who wish to earn initial teacher certification in Connecticut may do so by enrolling in Western Connecticut State University's Master of Arts in Teaching Program. Applicants are required to meet all current admissions criteria for teacher education programs as mandated by the State of Connecticut and the university. In addition, the candidate must meet these requirements:

1. Application for admission to the Division of Graduate Studies and a \$50 application fee. Hold a Bachelor of Arts or Science from an accredited institution of higher learning.
2. Passing score on Praxis 1 Basic Skills Examination (or combined SAT score of 1,000 with at least 400 on both the verbal and math sections respectively) or 1,100 if taken on or after April 1, 1995 with at least 450 on both the verbal and math sections respectively, depending on date of administration).
3. One official transcript mailed (not hand-delivered) to the Division of Graduate Studies office from each college or university previously attended, including all earned grades and degree. (For initial non-matriculating enrollment, an unofficial transcript indicating a 2.8 undergraduate grade point average or higher and the baccalaureate degree will suffice.
4. Overall GPA of 3.0 for all undergraduate courses taken at ALL institutions attended
5. Completion of at least two undergraduate general education level mathematics courses with a grade of B or higher.
6. If an applicant's cumulative undergraduate grade point average (GPA) is below 3.0, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

3.0 or higher M.A.T. not required
2.57 to 2.79 35th percentile
2.47 to 2.56 45th percentile
2.37 to 2.46 50th percentile
Below 2.37 60th percentile

7. Transcript evaluation will be completed by the Master of Arts in Teaching Program Admission Review Committee which will be made up of the Assistant Dean School of Professional Studies, Division of Graduate Studies Associate Director, M.A.T. Program Coordinator, the Elementary Education Coordinator, as well as one representative from each secondary concentration area: the Sciences, Mathematics and World Languages and Literature. Transcript Evaluation Fee \$75.
8. Candidates who pass the transcript review will then be asked to interview.

M.A.T. Retention Requirements

1. A minimum grade of a "B" (3.0) in every course.
2. Continuous enrollment and completion of all requirements within a 15-month period.
3. Passing grade on required *Praxis II* and, in Spanish, the *ACTFL Oral and Written Proficiency tests*, prior to student teaching.

M.A.T. Exit Requirements

1. Successful completion of 42 required cohort course credits with a 3.0 in all courses.
2. Master of Arts in Teaching Exit Portfolio.

What is a Master of Arts in Teaching Program?

Program Structure

The Master of Arts in Teaching Program is based on a cohort model. Initially, the program will begin with one secondary cohort. Members of these cohorts take classes together, share the same professors, and are involved in similar pre-professional and advanced level experiences. The common elements in their programs give candidates and graduate students the opportunity to experience first-hand the benefits of being part of a collaborative community and receiving support from peers and colleagues. When evaluating their experience at WestConn, candidates and students comment favorably on their cohort experience and point to the positive impact it has had on their development in the affective as well as the cognitive domain. This cohort experience is consistent with new teacher standards that include an emphasis on collegiality (Yinger, 1999).

Masters of Arts in Teaching (M.A.T.) Program candidates accepted into the Secondary Education options in Mathematics, Science (Biology) and World Languages (Spanish) will have already completed the content area coursework necessary for certification; therefore, the major focus of the program is pedagogy. Candidates will simultaneously earn certification in Secondary education (7-12) and a Master's degree.

Secondary Education candidates will work through the M.A.T. courses in a specific sequence, traveling as a cohort with the exception of the two content courses, where they will join upper undergraduates and graduate candidates in pedagogy content courses.

The Master of Arts in Teaching Program at Western Connecticut State University takes place over a 14 month period spanning from May of the first year through July of the second year. The M.A.T. Program includes integrated course work, student teaching, and independent research.

The M.A.T. Program in Secondary Education combines course work and the direct application of skills in the classroom. Building on the knowledge base developed during their undergraduate studies, candidates develop in-depth knowledge of secondary school curriculum, exemplary teaching, best practices, and classroom-management skills through coursework and then directly apply their learning in the student teaching practicum.

Before the student teaching field experience, all candidates must complete all prerequisites and professional courses, must pass the appropriate Praxis II test(s), and must have a minimum GPA of 3.0 or higher. Spanish candidates must also successfully complete the ACTFL Oral and Written Proficiency tests.

Fingerprinting/Drug Testing:

Effective July 1, 2010, 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.). (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. The criminal history records checks required by this subsection shall be conducted in accordance with section 29-17a.

All districts now require candidates to be fingerprinted prior to the start of student teaching; candidates must pay for the cost of the fingerprinting. Each district retains the right to

withdraw a placement if the fingerprinting indicates information that is not in accordance with the district's standards. In addition all student teachers placed in Brookfield will also undergo drug testing.

This means you must be fingerprinted and have a background check before you are allowed to begin your involvement with any school system. Courses with clinical experiences are: ED 206, EPY 203, EPY 204, ED 341, ED 342 and all Reading courses for undergrads; ED 502, ED 503, ED 530, and ED 571 for M.A.T. secondary candidates. Please call and make an appointment immediately, as they will be handling all public schools and universities in Western Connecticut.

Education Connection is the Regional Education Service Center which supports school districts in Western Connecticut. Fingerprints are done at the Danbury office location and the Litchfield office location. Right now they fingerprint one day a week; every other week in Litchfield and vice versus in Danbury. Appointments are made by the Education Connection receptionists:

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

On the day of your scheduled appointment, all applicants are asked to arrive five minutes early and check in with the receptionist. Late arrivals are subject to rescheduling. The fee for fingerprinting is \$43.25 payable to Education Connection via bank check or money order only. No personal checks are accepted.

All candidates will need to have a photo ID like driver's license, know their Social Security number, and the city and state they were born. After being fingerprinted candidates will leave with a confirmation letter signed and dated by the fingerprint technician confirming they were fingerprinted.

Candidates should also bring to their appointment a contact name and fax number of the school and district in which you are planning to serve your clinical experience in so Education Connection will know who to send the fingerprint results to.

The Education Connection Fingerprinting Services will process and forward your fingerprints and check/money order to the proper state and federal authorities for a criminal history check, and notify the district in which you were hired that you have been fingerprinted. Once received, Education Connection will inform the district of the results of your criminal history check.

Observations:

1. **Methods Course Observations:** Secondary candidates will complete 16 hours of observation in their content option area (i.e. Mathematics, Biology, or Spanish).
 - 1a. Completion of the *Student Observation Approval and Evaluation* form is the responsibility of the candidate
 - The principal and cooperating teacher must sign the first page of this form
 - a copy of the approval is sent to the Education Office, WestSide Campus - Room 249 , by the second week in October (so we know that the placement has been approved)
 - the cooperating teacher retains the original
 - he/she fills out the form after the 16 hours are completed

- he/she returns the completed form to the Education Office, WestSide Campus - Room 249 by December 1st

1b. 4-page Observation Report

- Candidates post their report (artifact) in Tk20.
- due December 1st

1c. The professor completes the rubric in Tk20.

2. **Educational Psychology Course Observations:** Candidates complete 3 observations

2a. Observations and duration

- a. Over a period of 3 weeks, you are expected to observe the behavior of one or more children or adolescents
- b. for 15-20 consecutive minutes each time,
- c. total of 3 observations.
- d. These will most likely be different people each week.

2b. Please do not observe members of your immediate family, close relations, or the children of very good friends.

- a. When you observe people you know well, you tend to assume what they know and why they behave in a particular way.
- b. This leads you, the observer, to lack objectivity in describing the behaviors of others and to over-generalize in your interpretation of these behaviors.

2c. While you may use the same source of students for your observations, do not observe exactly the same students for the 3 observations.

- a. These observations should be brief, lasting no more than 15-20 minutes.
- b. They should take place in a variety of settings such as on a bus, on a playground, in a classroom, in a special school activity (art, music, gym, pull-out class), at the mall, in a supermarket or church, etc.
- c. During most of these observations you should be a non-participant observer and during at least 1 observation you should be a participant observer.
- d. We will discuss the implications of this type of observation in class.

2d. Permissions

- a. When your observations are conducted in a public place, such as a supermarket checkout line, you do not require permission to observe.
- b. However, you should be as unobtrusive as possible in these situations.
- c. If you are observing someone in a home or school setting, you should inform someone in authority as to the nature of your observations, such as a parent, classroom teacher, principal, etc.

2e. Maintain confidentiality

- a. Please do not use the actual names of any individuals, schools, or other identifying information when describing the subjects or setting.
- b. Also remember that anyone can ask to read your observation.
- c. We can discuss any additional ethics of conducting an observation and the circumstances for requesting permission, if that is necessary in your circumstance.

Student Teaching: From January through May (the Spring academic semester) the M.A.T. candidate participates in a 15-week (70 day) student teaching practicum (observation and participation in full-time student teaching responsibilities) at an secondary school under the guidance of a TEAM-trained cooperating classroom teacher.

Student teachers work under the direction of their cooperating teachers. They participate fully in the life of the classroom and school, and unless otherwise instructed, follow the same schedule, attend the same meetings and undertake the same duties as their cooperating teachers. Student teachers must communicate with their cooperating teachers when uncertain about classroom and school procedures or expectations for performance.

Candidates are required to attend student teaching seminars during this the student teaching practicum. The concluding week of the program provides time for students to present their final Exit Portfolio to the Coordinator of the Master of Arts in Teaching program for evaluation. Candidates earn 70% of their ED 502 Secondary Student Teaching for the M.A.T. grade from student teaching, the remaining 30% of the grade is calculated based on candidates' work in the biweekly seminar and completion of the *Teacher Work Sample*, based on the edTPA.

Master of Arts in Teaching Electronic Professional Educator Portfolio (E-PEP):

Candidates will fulfill all State requirements for certification. Candidates will also demonstrate their ability to design, facilitate, and analyze action research through an authentic research experience.

The program will culminate in an exit portfolio, where candidates demonstrate their mastery of the knowledge and skills necessary to become an effective educator through the presentation of key elements from the program. Although the *Electronic Professional Educator Portfolio (E-PEP)* is introduced early in the program, the building of the E-PEP continues throughout the program. The *Electronic Professional Educator Portfolio (E-PEP)* also demonstrates competency and mastery in areas identified in the *Student Teaching Rubric and Data Collection Form* and in preparation of the TEAM Program.

During the ED 592 Capstone Project in Education, candidates review their documents for inclusion, align Standards, reflect upon their work and present a completed E-PEP to the Program Coordinator.

Secondary Program Course Sequence (42 Credits)

Semester	Core Secondary Content Courses			Math Option	Science Option	Spanish Option
Summer One	ED532 Computer Literacy (3CR)	ED503 Educational Psychology (3 CR)	ED501 Introduction to Educational Research (3 CR)	MAD513 Topics in Secondary Mathematics (3 CR)	BIO 605 Applied Research Techniques in Biology (3 CR)	SPA567 Applied Linguistics in Spanish (3 CR)
Fall	ED514 Teaching Reading in the Content Areas (3 CR)	ED530 Curriculum of the Secondary School (3CR)	EPY509 Exceptional Learners: Children and Adolescents (3 CR)	MAD549 Teaching Mathematics in Secondary Schools (3 CR)	ED/BIO 566 Teaching Science in Secondary Schools (3 CR)	ED/SPA568 Teaching Spanish in Secondary Schools (3 CR)
Spring	ED502 Secondary Student Teaching (6 CR)	ED592 Capstone Project in Education (3 CR)				
Summer Two	ED 571 Urban Education Experience (3 CR)	Contemporary Ed Issues (3 CR)	ED500 ED593 Standards, Mandates and Legal Issues in Teaching (3 CR)			

What courses will I take?

Core Curriculum for the Master of Arts in Teaching, Secondary Options

ED500 Contemporary Educational Issues: Focus attention upon certain significant contemporary developments in the American and world communities in relation to which philosophies and functions of educational institutions in our current society may be examined. (Take within first 9 S.H. of study. This course is only valid for 5 years. You may need to retake course if you need additional time to complete the program.)

ED 501 Introduction to Educational Research: This course is designed to introduce students to qualitative and quantitative research methodologies that are useful in educational settings. Students will address problems relevant to current educational demands; analyze and interpret relevant research studies; develop a rationale for qualitative and quantitative research studies; design research procedures to answer pertinent educational questions; examine aspects of education significant to the students' educational practice.

ED502 Secondary Student Teaching (Grades 6-12) for the M.A.T. Program: Designed to support candidates in the Master of Arts in Teaching Program, this course provides experience in planning, conducting instructional activities and assessment of student performance in a secondary school under the guidance of a trained cooperating teacher. Full-time for one semester. Includes a weekly seminar. *Pre-requisite:* Admission to the Master of Arts in Teaching Program or permission of the Chair of the Education and Educational Psychology Department. Students are urged not to be employed during the student teaching program.

ED503 Educational Psychology: A constructivist approach to child growth and human development, specifically focusing on the ways that concepts and principles from research and theory may be applied in the classroom. Learning will be viewed through a developmental approach.

ED514 Teaching Reading in the Content Areas: Designed to help teachers better understand the relationships between content and process by focusing on the skills that children need to comprehend content in various curriculum areas and teaching strategies.

ED530 Curriculum of the Secondary School: This course encompasses a study of the changes, developments, and responsibilities of the secondary school curriculum. The problems and needs of youth are examined and serve as a basis of study for the secondary school program.

ED532 Computer Literacy in Education: This course is developed for educators in order to provide information about using computers in education, knowledge of resources, and experiences through which to address issues pertinent to computer curriculum development, integration, implementation, and evaluation.

ED 546 Inquiry in the Classroom: This course introduces candidates to inquiry in the context of the classroom. Candidates explore appropriate resolutions to questions and issues, learning how to create knowledge from this questioning to enhance students' learning in the classroom. Assessment, qualitative, quantitative, and action research methodologies are applied to instructional decision making.

ED 571 Urban Education Experience: This course is designed to enhance participants' knowledge of urban schooling as related to the dynamics of race, class, and culture through

the analysis of historical, socioeconomic, and political factors influencing urban education. The distribution of opportunity is explored through instructional and organizational practices designed to close the achievement gap and build positive school cultures.

ED592 Capstone Project in Education: This course requires educators to complete an instructor-approved practices capstone project in a K-12 educational setting. *Prerequisites*. Acceptance into the M.S. in Education program; completion of ED 500, ED 501, EPY 505, and 21 graduate credits. Grading: pass/fail.

ED593 Standards, Mandates, and Legal Issues in Teaching: Supports Connecticut State Department of Education (CSDE) documents relevant to the education of Secondary Education educators and identifies standards appropriate to their identified Special Program Alignment (SPA). Teacher candidates will prepare for the Beginning Educator Support and Training (BEST) Program assessment standards. Teacher candidates will have opportunities to discuss the student teaching experiences and observed “best practices”.

EPY509 Exceptional Learners: Children & Adolescents: Helps teachers understand exceptional students and their educational issues by focusing on managing these problems in the regular classroom. Includes methodologies for differentiating instruction for exceptional students including special education and talented & gifted.

Secondary Mathematics Option Content Courses

MAD 549 Teaching Mathematics in Secondary Schools: This course provides secondary teacher candidates the content and pedagogy necessary to develop an understanding of the methods and materials needed to become effective teachers of mathematics. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on strategies for differentiating instruction. Candidates develop lesson plans and units of instruction, practice delivering instruction, and observe secondary teachers of mathematics in the field. In addition, they examine current curricular reform movements and consider their impact on mathematics education in the secondary school. The implications of state, national, and international testing movements, state standards/frameworks, the National Council of Teachers of Mathematics (NCTM) standards as well as the NCATE standards are considered. This course will be taught by a member of the Mathematics Department. *Prerequisite*: Admission to the Professional Secondary Education Teacher Preparation Program and registration in secondary education professional semester courses or Admission to the Master of Arts in Teaching Program or permission of both the Chair of the Education and Educational Psychology Department and the Chair of the Mathematics Department.

MAD513 Topics in Secondary School Mathematics Education: An in-depth study of a single topic or collection of related topics of current interest in secondary school mathematics education. Topics will vary depending on developments in mathematics education and student or program needs. Topics might include curriculum developments, applications, research on teaching, technology, current research on mathematics education, or similar topics. May be repeated for credit with different topics. *Prerequisite*: Must hold a valid teaching license or be admitted to the Master of Arts in Teaching Program in mathematics.

Secondary Science (Biology) Option Content Courses

ED/BIO566 Teaching Science in Secondary Schools: Designed to foster confidence in teaching secondary science teacher in the middle or high school (6-12). The course will focus on *Nature of Science*, instructional strategies fostering development of science concepts, mastering of process skills, organization, assessment, and growth of positive attitudes in the areas of science. Pre-requisite: Admission to the Master of Arts in Teaching Program or permission of the Chair of the Education and Educational Psychology department or (non-M.A.T.) Admission to the Professional Secondary Education Teacher Preparation Program. Co-requisite: Registration in secondary education professional semester courses.

ED/BIO 605 Applied Research Techniques in Biology. Students will acquire and apply skills and techniques for designing and conducting laboratory, field, or computer based research projects in the biological and environmental sciences. Students will design research questions, articulate testable hypotheses, design, set-up and conduct experiments, including analysis of data under the supervision of a faculty member that may be used in school settings. Prerequisites: Admittance to the MAT Biology or MA Biology Degree Program or permission of the Department Chair.

Secondary World Language (Spanish) Option Content Courses

ED/SPA567 Applied Linguistics in Spanish: Provides a specific analysis of complex grammar structures and their relationship to learning and teaching Spanish as a second language, and Spanish for heritage speakers. It highlights specific problem areas for students and involves the practical application of theories to classroom learning and teaching. *Pre-requisite:* Admission to the Master of Arts in Teaching Program or permission of both the Chair of the Education and Educational Psychology department and the Chair of the World Languages and Literature department.

ED/SPA568 Teaching Spanish in Secondary Schools: Content and Pedagogy: Provides candidates in the Master of Arts in Teaching Program with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. Emphasis is placed on making content knowledge accessible to diverse student populations. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. The course will include an examination of the current curricular reform movements and their impact on the teaching of Spanish in the secondary school. Implications of state and national standards are considered. This course will be taught by a member of the World Languages and Literature Department. Candidates must receive a grade of B or higher in order to enroll in student teaching. *Pre-requisite:* Admission to the Master of Arts in Teaching Program or permission of both the Chair of the Education and Educational Psychology Department and the Chair of the World Languages and Literature Department.

CLASSROOM OBSERVATION APPROVAL AND OBJECTIVES
For WestConn Master of Arts in Teaching Candidates

Dear Educator:

In the Master of Arts in Teaching program, candidates are required to observe a grade K-12 teacher and classroom for 16 hours. This observation is completed during the content area methods courses (MAD 549, ED/BIO 566, and ED/SPA 568). Secondary education majors may observe in more than one 7-12 classroom. Candidates must submit a four-page summary of this experience to their professor following the appropriate guidelines and post it to our university data collection system. All observations must be conducted in public schools in Connecticut.

Candidates, at this level of teacher education, are passive participants. The cooperating teacher evaluates the quality of participation of the WSCU candidate and returns the evaluation form to the professor. We thank you for making this necessary experience in pre-service education possible.

Chair
Education & Educational Psychology Dept.

Student's Name: _____

Course permission for 15 hour observation granted.

Circle one: ED/MAD 549, ED/BIO 566, or ED/SPA 568

School Principal: _____

School Name: _____

Address: _____

Cooperating Teacher's Signature _____

Date: _____

Grade and/or Subject: _____

University Professor's Signature: _____

Date: _____

Revised: 05/09

**WESTERN CONNECTICUT STATE UNIVERSITY
STUDENT EVALUTATION-15 HOUR EARLY CLASSROOM OBSERVATION**

WCSU STUDENT _____ GRADE LEVEL _____

PUBLIC SCHOOL _____ COOPERATING TEACHER _____

Dear Educator,

Thank you for sharing your classroom with a WCSU student enrolled in ED/MAD 549, ED/BIO 566, or ED/SPA 568 who must complete 16 hours of observation. Please complete and return this evaluation form. Use the following rating scale.

RATING SCALE

O = Observed

N = Not Observed

PRE-PROFESSIONAL ATTRIBUTES

- _____ 1. Responded appropriately to student behavior.
- _____ 2. Responded appropriately to student questions.
- _____ 3. Responded appropriately to teacher's suggestions.
- _____ 4. Displayed enthusiasm.
- _____ 5. Displayed initiative.
- _____ 6. Displayed appropriate appearance.

PRE-PROFESSIONAL SKILLS

- _____ 7. Punctuality.
- _____ 8. Used appropriate written language.
- _____ 9. Used appropriate spoken language.

PRE-PROFESSIONAL KNOWLEDGE

- _____ 10. Displayed knowledge of human growth and development.
- _____ 11. Displayed knowledge of instructional technology.
- _____ 12. Displayed knowledge of health issues.

REMARKS

Date ____/____/____ Director _____

(Signature)

Please return evaluation form to:

Western Connecticut State University
Attn: (discipline specific professor name here)
_____ Department
181 White Street-WS Campus
Danbury, CT 06810



Who can I contact if I need help during a clinical practice?

Your M.A.T. Coordinator is a member of the WestConn Department of Education and Educational Psychology or, on the secondary level, a member of one of the departments in the School of Arts and Sciences. The M.A.T. Coordinator will check on how you are doing during your 16 hours at your observational site. The M.A.T. Coordinator monitors your placement, making the program run smoothly between the university, you, and your assigned cooperating teacher. If you have any questions during your PDS experience, please feel free to contact Bonnie Lee Rabe, the Coordinator of the M.A.T. Program.

What do I do if I have to be absent on a scheduled day during clinical practice?

Call your and school site and leave a message for both the principal and your Cooperating Teacher explaining why you are absent. You should also leave a message with your M.A.T. Coordinator at WestConn. Your make-up day for missing a class should be the following coordinated with your Cooperating Teacher.

Also be aware of the radio station, website, and/or television station to tune into in the event of a weather-related school cancellation. The make-up day for this type of closing will be identified by the Cooperating Teacher.

Do I need to receive permission for anything that I do?

Please consult your Cooperating Teacher or the school principal about specific guidelines regarding photocopying, laminating and using school materials. There are specific school budgets for these activities and all school personnel have the priority for using school equipment and supplies. There is no doubt that you will want to record and reflect upon the many activities you will have during your professional experience. If this documentation includes taking pictures or making a videotape, you should be aware that some parents or guardians have prohibited these activities regarding their children. This is a personal decision and often a safety precaution on the part of the parents or guardians. You should find out if this request pertains to any of the children in your classroom.

Regarding this issue, policy in the Danbury Public School System requires that all parents be asked to sign a form if their children should **NOT** be included in any photographs or videos or any activity where the child's likeness is duplicated. Typically, each school sends this form home to parents at the beginning of the year. When unusual activities take place during the school year, such as the addition of Professional Semester students in the school, individual school administrators prefer that an additional form be sent to parents. Please check on this policy at your PDS site by speaking with the principal. For example, this form is required for all students assigned at the Mill Ridge Primary School. The form on the following page can be sent to parents or your PDS site may also have this form on letterhead stationary.

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/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.

Activity _____ Date _____

Parent/Guardian Signature

How will I be evaluated?

Candidates must maintain at least a B in every M.A.T. course to continue in the program.

Each professor teaching in the M.A.T. program will, at the beginning of the course, distribute a course syllabus. The syllabus will contain course objectives, standards alignment, required textbooks by ISBN, learning expectations, grading format, and a course content calendar.

During the course of the program, the university will collect data for the M.A.T. program's key assessments based on the Specialized Program Alignment (SPA) for each content area (Biology, Mathematics, and Spanish).

The Student Teaching Rubric and Data Collection Form rubric was originally developed in 2003 by a team of educators from Connecticut teacher preparation institutions and PK-12 schools and is based on the Connecticut Common Core of Teaching (CCCT, adopted in 1999) and Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (ASCD, 1996). It was piloted for several years and was adapted for WCSU in the summer of 2009.

This rubric is specifically developed for the purpose of assessing student teaching performance (not experienced or beginning teacher performance). Each level of performance described (unacceptable, acceptable, and target) represents a range within which the student teacher's performance may be assessed given the data collected about the competency.

University Supervisor and Cooperating Teacher must each use the approved form to record data relative to Student Teacher's performance. This form is intended to support comprehensive, legally defensible data collection in order to evaluate the Student Teacher on each competency.

Please see the Student Teaching Handbook for Further Information!

<http://www.wcsu.edu/education/teaching-handbook.pdf>

History of the 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 in Education. There is an academic curriculum shift in emphasis to the service sector.
- 1977 The College offers a Master of Science degree in Guidance and Counseling.

WESTERN CONNECTICUT STATE UNIVERSITY

- 1983 The four state colleges become “universities” under the Connecticut State University System with the College being renamed Western Connecticut State University
- 1986 Students preparing for a career in teaching learned that they no longer can “major” in education after 1990.
- 1990 During the spring semester of 1990, the Education Department participated with other departments in a “test trial” of an Advanced Technology Classroom constructed by IBM. This classroom was the first of its kind in the USA.
- 1993 The Connecticut State regulated that Elementary Education undergraduate students needed to major in an Arts and Sciences academic subject area, replacing the earlier stipulation that students could be Elementary “majors.”
- 2000 The M.S.T. degree program is approved.
- 2001 The University begins the State approval process for its first doctoral degree program, the Ed.D. degree in Instructional Leadership
- 2002 In September, the University is site visited by Connecticut Department of Higher Education for approval of the Ed.D. degree and in December the University received final approval from CT Board of Governors to institute the Ed.D. Program in Instructional Leadership.
- 2003 In September, the EdD Program in Instructional Leadership admitted its first class of doctoral students.
- 2004 In September, all WestConn’s Teacher Preparation Programs formally received full reaccreditation from the Connecticut State Department of Education.
- 2005 In September 2005, The Ed.D. program in Instructional Leadership admitted its second class of doctoral students. A new MS degree program in Reading Certification and Cross Certification Program in Early Childhood Education are anticipated in the near future.
- 2007 The Ed.D. program in Instructional Leadership adds the #092 endorsement option, Intermediate Supervisor and Administrator.
- 2009 The Master of Arts in Teaching program begins with a secondary cohort.

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

- Additions August 2003, 2004, 2006 by Dean Lynne W. Clark; March 2008 by Dr. Bonnie Lee Rabe

Important WestConn Contacts

Dr. Adeline Merrill
Education and Educational Psychology Department Chair
Main Office: (203) 837-8510
WS 249
merrilla@wcsu.edu

Dr. Bonnie Lee Rabe
Master of Arts in Teaching Coordinator
Office: (203) 837-3206
WS 210
rabe@wcsu.edu

Ana Cangialosi
Secretary, Education and Educational Psychology Department
Main Office: (203) 837-8510
WS 249
cangialosia@wcsu.edu

WestConduit

Wouldn't it be nice to be able to log onto one website and get access to the University information you need. Well, this is now a reality with the implementation of WestConduit, WestConn's campus-wide portal.



As part of an ongoing effort to consolidate information sources and make information more easily accessible, the University has launched its newest phase, WestConduit, powered by Luminis. The Luminis platform combines portal features, infrastructure, and enterprise applications (Banner) that enable institutions to provide consolidated and customized Web access to campus information. And it is being used at over 250 colleges and universities.

No new information is necessary to log into WestConduit. Just follow these four easy steps:

1. Open a Web browser and go to westconduit.wcsu.edu. (Use the Supported web browsers link to learn what Web browsers are supported by WestConduit).
2. Your User Name is your Windows username (ex: jones013)
3. Your Password is your six-digit Banner PIN.
4. Click the Login button.

It's as easy as that. And if you've forgotten your Banner PIN, you can reset it right there by clicking on the Reset your password link. If however, you do not have a Windows username or cannot remember what it is, you will need to visit a staffed computer center for assistance:

- Midtown Computer Center, Haas Library main level
- Westside Computer Center, Westside Classroom Building room 117
- Student Technology Training Center, Student Center room 225.

WestConduit allows for a more streamlined approach to retrieving information without having to authenticate multiple times into various campus systems. For example, WestConduit is fully integrated with Banner Student Services enabling the portal to deliver highly personalized information, Web services, and community interaction to University members. Once students log into WestConduit, they will have automatic access to their Banner information, allowing them to access their class schedule, grades, and unofficial transcript; conduct a degree audit; check their Financial Aid information; Register online, plus much more. Students and faculty also have immediate access to their WebCT courses without logging in separately. In the future, the portal will even link directly to a student's University e-mail account without separate authentication. The portal enables the University community to communicate more effectively with students, faculty, and staff.

It gets even better because institutions can personalize portal content to the role, interests, and needs of individual end users. University members, along with receiving campus-wide announcements, can receive personalized announcements based on their role (faculty, student, music major, etc). Personal announcements allow the University to more accurately target specific audiences with individualized services, support, and information rather than

clutter e-mail inboxes with information not pertinent to everyone. In the near future, WestConnduit will enable students to set up or join groups based on special interest (Debate Society, Chemistry club, etc.). The Group Studio allows group leaders and members to post information and partake in discussions specific to the group.

And to top it off, WestConnduit allows users to customize their online environment, including content and layout formats that allow constituents to turn almost any Web-based information or application into an information “channel”. All University members can subscribe to available channels which interest them (CNN World News, Word of the Day, WebCT Support, My Headlines, etc.). And if you would like to see a channel implemented that currently is not, feedback is not only welcome, but encouraged. The University is always looking for suggestions on ways to improve the WestConnduit experience. To send a suggestion or comment, e-mail westconnduit@wcsu.edu. WestConnduit is an integral part of the University’s plan to consolidate information and we count on feedback from the entire University community to accomplish this goal.

WCSU Libraries

The Ruth A. Haas Library on WestConn’s Midtown campus and the Robert S. Young Library on the Westside campus will provide library services to the candidates of the Master of Arts in Teaching Program, Secondary Education. The mission of the WestConn Libraries is to consistently and fully support the mission, purposes, and curriculum of the University; to provide the staff, information resources, supporting technology and physical facilities necessary to promote the selection, organization, location, and access of library resources; and, through effective management and dissemination of these resources, to strengthen the scholarship, professional achievement, and lifelong learning of candidates, faculty, and the entire campus community.

A recent, major expansion of the Haas Library, completed in September of 2000, nearly doubled the size of the building to 93,000 square feet, which provides a public seating capacity of 356 and 24,576 linear feet of public stack shelving. Librarians at WestConn are faculty members and have regular interaction with teaching faculty through bibliographic instruction in classes, the library’s collection development and acquisition program, and work in university-wide committees and projects.

WestConn’s Libraries are part of the Connecticut State University Library System (CONSULS). Through the CONSULS library catalog and WestConn’s website candidates will have access to the collections of the four libraries of the CSU system, the catalogs of many other major academic and public libraries, and more than 60 electronic databases, including ERIC and Education Abstracts.

Using CONSULS the candidates can directly request books and other items from the other CSU libraries and receive them within 7-10 days. Interlibrary loan request forms for both books and periodicals are available at the Library’s website. Remote access to these catalogs, databases, and services is also provided through the University’s website. The Haas Library is a member of the New England Library Information Network (NELINET) and the Western Connecticut Library Council (WCLC), both of which provide additional opportunities for resource sharing.

As part of the M.A.T. coursework, candidates will receive an orientation to our Haas Library on the Main Campus.

<http://library.wcsu.edu> – library website

http://library.wcsu.edu/web/assistance/research/education/a_guide/ - Guide to Education Research

Beginning May 20, 2013

Haas Library

Monday - Thursday	9:00 AM - 7:00 PM
Friday	9:00 AM - 4:00 PM
Saturday	CLOSED
Sunday	1:00 PM - 7:00 PM

Young Library

CLOSED! The Young Library is scheduled to undergo renovations and improvements over the summer.

Services and limited collections will be available at the Haas Library!

Exceptions to Regular Hours

Monday, May 27	CLOSED (Memorial Day)
Thursday, July 4	CLOSED (Independence Day)

HOURS SUBJECT TO CHANGE.

Information Technology and University Computing

WestConn technology resource homepage

<http://www.wcsu.edu/ithelpdesk/frames/index.asp?url=/technology/recommended.asp> .

Help Desk: <http://www.wcsu.edu/ithelpdesk>

Getting Started: Please use this Guide to familiarize yourself with the services WestConn has to offer you.

Getting Connected Support

User Support

Hardware/Software

Training: Students receive technology training at the Student Technology Training Center (STTC). The goal at the STTC is to inform students, faculty and staff

about the fundamentals of computing at Western. Our focus is on the various workshops we offer, the individualized assistance we provide, and the facilities and software we have available. We pride ourselves on our ability to provide a facility, which is staffed with students who have interests in the field of training and computers.

Link to University Computing

<http://www.wcsu.edu/ithelpdesk/frames/index.asp?url=/technology/recommended.asp> for information about:

STUDENT INFORMATION

- The Student Technology Fee
- The Student Technology Training Center
- General Computer Centers
- Student Technology Guide Online

COMPUTER AND NETWORK POLICIES

- CSU Network Policy
- WCSU Laptop Policy
- WCSU Policies and Guidelines for Computer Use
- Technology at Western

GETTING CONNECTED

- Student Connection

Free Microsoft Software for Students!

Through WestConn's Campus Agreement Student Option with Microsoft, **all** undergraduate and graduate students, full-time or part-time can receive ONE copy of:

1. Microsoft Office 2007 Enterprise, which contains:
 - ✓ Access
 - ✓ Excel
 - ✓ Groove
 - ✓ InfoPath
 - ✓ One Note
 - ✓ Outlook
 - ✓ PowerPoint
 - ✓ Publisher
 - ✓ Visio Viewer
 - ✓ Word
 - ✓ Office Shared Features
 - ✓ Office Tools
2. Microsoft Office 2008 for Mac, which contains:
 - ✓ Entourage
 - ✓ Excel
 - ✓ PowerPoint
 - ✓ Word
3. Microsoft Windows Vista Business with Service Pack 1

You can pick up your copy on or after January 26, 2008 at:

[Midtown Computer Center](#) located in the Haas Library – Main level or
[Westside Computer Center](#) located in WS 117

You will need to:

- ✓ Present your Student ID.
- ✓ Sign a form acknowledging terms, conditions and receipt.
- ✓ Receive your software!

Staffed Computer Centers

[Student Technology Training Center \(STTC\)](#)

Phone: 203.837.8715 203.837.8715 FREE
Location: Student Center room 225
[Facility Hours](#)

[Midtown Computer Center \(MTCC\)](#)

Phone: 203.837.9232 203.837.9232 FREE
Location: Ruth Haas Library - Main Level
[Facility Hours](#)

[Westside Computer Center \(WSCC\)](#)

Phone: 203.837.8391 203.837.8391 FREE
Location: Westside Classroom Building Room 117
[Facility Hours](#)

[Campus Center Computer Center \(C4\)](#)

Phone: 203.837.3291 203.837.3291 FREE
Location: Westside Campus Center, Third Floor
[Facility Hours](#)

[WestConn at Waterbury Computer Center](#)

Phone: 203.596.8780 203.596.8780 FREE
Location: Founders Hall F205
750 Chase Parkway
Waterbury, CT 06708
[Facility Hours](#)

(24) Hour Computer Facilities

[Student Center 24 Hour Lab](#)
[Science Building 24 Hour Lab](#)
[Westside 24 Hour Lab](#)

WCSU Dispositions: Initial Certification Programs (Spring 2013)

Revised: Rabe and Delcourt 02/21/13, 04/30/13

NCATE 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.

Disposition Categories Evaluated																		
	1	2	3	4a	4b	4c	4d	4e	4f	4g	4h	5a	5b	5c	6a	6b	6c	7
Program Entry (ED 206)	X	X	X	X	X		X	X	X	X					X			
Pre-PDS (EPY 203/204 Clinical Experience)	X	X	X	X	X	X	X	X	X	X			X		X			
Post - PDS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Post-Student Teaching	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Baseline Dispositions Rubric: Summary of All Competencies Measured in Program

Baseline Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
1. Believe that all children can learn:	Candidate loses focus on learning to teach/lead; frequently dismisses or occasionally challenges feedback intended to improve candidate's work and career.	Candidate occasionally loses focus on learning to teach/lead; occasionally dismisses feedback intended to improve candidate's work and career.	Candidate frequently works in a direction focused on learning to teach/lead; politely accepts feedback intended to improve candidate's work and career.	
2. Respect diversity and promote understanding of varied cultural traditions, individual differences,	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that	Candidate occasionally interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that	

Baseline Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
learning strengths, and needs: <i>Respect of others</i>	shows minor 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.	shows minor insensitivity toward the effort, work, values, or diverse nature of others; has difficulty demonstrating awareness of the interconnectivity of education professionals in the schools.	shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.	
3.Demonstrate commitment to the profession of teaching, the success of their students, and school improvement: <i>Enthusiasm</i>	Candidate frequently focuses on negative aspects of teaching and learning to teach/lead; declines to accept tasks; attempt to bring negative beliefs to others' notions.	Candidate occasionally focuses on negative aspects of teaching and learning to teach/lead; accepts tasks in an obligatory manner; rarely impacts others' notions of teaching and learning.	Candidate frequently exhibits a positive outlook about teaching and learning to teach/lead; willingly accepts tasks; able to talk positively to others about teaching and learning.	
4a.Exercise sound judgment and/or ethical professional behavior: <i>Participation</i>	Candidate misses several meetings and/or classes; fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate).	Candidate misses several meetings and/or classes, or fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate).	Candidate attends most meetings and/or classes, provides timely and reasonable notice for missed meetings, and works independently to make-up missed work (when appropriate).	
4b.Exercise sound judgment and ethical professional behavior: <i>Punctuality</i>	Candidate is consistently not on-time for several meetings or consistently fails to meet many deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work independently to make-up missed work (when appropriate).	Candidate is not on-time for some meetings or fails to meet some deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work independently to make-up missed work (when appropriate).	Candidate is on-time for most meetings or adheres to most deadlines; providing timely and reasonable notice for late attendance or work, and working independently to make-up missed work (when appropriate).	
4c.Exercise sound judgment and ethical professional behavior: <i>Personal Presentation</i>	Candidate does not follow guidance in dressing acceptably for professional situations (or mock professional situations).	Candidate accepts guidance in dressing acceptably for professional situations (or mock professional situations).	Candidate dresses acceptably for professional situations (or mock professional situations).	
4d. Exercise sound judgment and ethical professional behavior:	Candidate uses unacceptable language for given situations, including but not limited to	Occasionally, candidate uses unacceptable language for given situations, including but not limited	In all spoken communications, candidate uses acceptable language for given situations,	

Baseline Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
<i>Verbal Communication</i>	grammar, vocabulary, minimal uses of 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.	to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; or candidate occasionally exhibits unacceptable skills to enhance "spoken words" such as eye-contact and listening. In all situations, candidate is receptive to feedback and attempts to improve.	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.	
4e.Exercise sound judgment and ethical professional behavior: <i>Written communication</i>	Candidate 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. Occasionally, candidate is not receptive to feedback or fails at attempts to improve.	In all written communication (formal and informal), candidate uses 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. In all situations, candidate is receptive to feedback and attempts to improve.	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.	
4f.Exercise sound judgment and ethical professional behavior: <i>Non-verbal communication</i>	Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or frequently uses non-verbal cues indicating negativity.	Candidate occasionally exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or occasionally uses non-verbal cues indicating negativity.	Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he is positively receiving information and uses these same non-verbal skills in discussions.	
4g.Exercise sound judgment and ethical professional behavior: <i>Respect for leadership</i>	Candidate frequently uses minor inappropriate communication or interactions, or provides significant inappropriate communication or interactions, when working with supervisors or other educational leaders.	Candidate occasionally uses minor inappropriate communication or interactions when working with supervisors or other educational leaders.	Candidate frequently uses appropriate communication and interactions when working with supervisors and other educational leaders.	
4h.Exercise sound judgment and ethical professional behavior:	Demonstrates minimal self-confidence; may lose emotional control when interacting with others	Demonstrates developing self-confidence and acceptable emotional control when interacting	Demonstrates appropriate self-confidence & emotional control when interacting with others, works	

Baseline Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
<i>Professional self-concept</i>	or in challenging situations. Loses emotional control in professional situations, may use inappropriate verbal or non-verbal communication.	with others, demonstrates emotional control in conflict or challenging situations.	to understand ways to manage conflict or challenging teaching situations.	
5a.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: <i>Adherence to legal and ethical guidelines (appropriate communication)</i>	Dishonest in communication, attempts to deceive. Inappropriate topics/times for discussions. Requires ongoing reminders, is careless with sensitive information. Shows lack of respect for diversity.	Assistance in communication often underutilized. Occasionally uses inappropriate topics/times for discussions. Needs reminders about sensitivity of information. Superficially acknowledges diversity.	Seldom requires assistance in appropriate communication. May require occasional feedback regarding the need for/use of confidentiality and how to demonstrate respect for diversity in various settings.	
5b.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: <i>Adherence to legal and ethical guidelines (confidentiality)</i>	Candidate does not treat student information and data responsibly and/or with respect.	Candidate treats student information and data responsibly.	Candidate demonstrates confidentiality in the responsible use of student information and data.	
5c.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: <i>Adherence to legal and ethical guidelines (honor work of others)</i>	Candidate does not use APA citations or plagiarize the work of others.	Candidate uses APA citations.	Candidate documents the intellectual work of others' in assignments, and consistently use APA citations.	
6a.Practice reflection: <i>Ability to self-monitor (patience, control of emotions)</i>	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Offers excuses/assigns blame to others	Evaluates own performance when prompted, with little attention to key issues. Occasionally offers excuses/assigns blame to others (e.g., students, parents, colleagues,	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and	

Baseline Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
	(e.g., students, parents, colleagues, and supervisor) for negative results.	and supervisor) for negative results.	applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.	
6b.Practice reflection: <i>Practice in the context of student learning</i>	Do not regularly practice reflection on student learning.	Reflect on their work within the context of student learning	Reflect on their practice and make necessary adjustments to enhance student learning	
6c.Practice Reflection: <i>Dispositions delineated in professional, state, and institutional standards</i>	No awareness of professional dispositions expected of professional educators as delineated in professional, standards, state standards, and the mission of the university	Demonstrate an awareness of and desire to reflect professional dispositions expected of professional educators as delineated in professional standards, state standards, and the mission of the university	Reflect professional dispositions expected of professional educators as delineated in professional standards, state standards, and the mission of the university	
7.Demonstrate leadership in support of student learning: <i>Initiative and Ability to Lead</i>	Candidate has difficulty connecting concepts and applications; candidate's opinions and talents do not support the development of colleagues.	Candidate needs support drawing connections between concepts and applications; candidate has little effect on colleagues.	Candidate engages in educational activities, drawing some connections between concepts and applications; candidate's opinions and talents are accepted by colleagues.	

*Adapted from Iona University, SCSU, and NCATE

Western Connecticut State University
Master of Arts in Teaching Program
Grading in Student Teaching

M.A.T. Cooperating Teachers and University Supervisors:

The M.A.T. candidates receive a grade rather than a pass/fail in student teaching. Please submit a numerical grade for student teaching for each M.A.T. candidate so it can be averaged into the overall ED 502 grade (which includes the Teacher Work Sample, a key assessment for the M.A.T.) as well as participation in the biweekly seminar.

Keep in mind the following...

When the Student Teaching Rubric and Data Collection Form was developed as the Student Teaching Evaluation Instrument, the intent was that beginning teachers would score a minimum of 2 across the board. This is the “acceptable” level. Masterful teachers, if they were evaluated using the instrument, would score mostly 3’s. So all 3s would be our “target” but, for a beginning teacher, all 3’s are probably not achievable.

The first 20 competencies are common to all content areas then, last year, the content areas added content-specific competencies to the instrument. These vary in number.

So, in determining letter grades, think about this...

All 2’s = 40 (acceptable = 2×20 first competencies) = Acceptable (NCATE) = a B or 80% (Minimum score)

All 3’s = 60 (target = 3×20 first competencies) = Target (NCATE) = an A or 100%

Candidates will fall in between... so you can pro-rate it by adding the number of content area competencies and multiplying by 1 (unacceptable), 2 (acceptable), or 3 (target). Think holistically, but for those of you who are data driven....

For example, if there are 20 basic competencies and 10 content (by the way, each content has a different number of content competencies), the total is 30.

Minimum acceptable would be $2 \times 30 = 60$ points (a B or 80%).

Target would be $3 \times 30 = 90$ points (an A or 100%).

Calculate your student’s score between 60 and 90 points, a 30 point range – so a 90% would be 75 points ($60 + 15$).

This student teaching grade will be 70% of their overall grade for ED 502, so please give me both the numerical score and letter grade.

The students’ midterm and final scores will be decided upon collaboratively by the cooperating teacher and university supervisor. The competency scores will be entered in Tk20 by the university supervisor.