



A Guidebook for the Professional Semester

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Conceptual Framework for Education Programs at Western Connecticut State University

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).

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

The vision of the Western Connecticut State University (WestConn) Education Unit is reflected in the term **EDUCATOR** (**E**xpertise in content knowledge, **D**iversity, **U**nity, **C**lassroom and school leadership, **A**ttitudes, **T**echnology, **O**rganize knowledge and facilitate learning, **R**eflective practitioner) and the theme *Preparing teachers and counselors to facilitate student growth and achievement in the 21st Century*. 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, 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)

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.

What is the Professional Semester?

The Professional Semester takes place during the semester immediately preceding student teaching. While participating in the Professional Development Semester field experience (ED320), you will be taking the following six courses:

1. ED 210 Foundations of Literacy I
2. ED 301 Foundations of Literacy II
3. EPY 405 Introduction to Special Education
4. ED 415 Elementary School Science: Content, Skills and Teaching Methods
5. ED 425 Elementary School Social Studies: Content, Skills and Teaching Methods
6. ED 430 Foundations of Literacy III

Integrated into your program during the Professional Semester is Fieldwork in PDS Schools (ED 320) a 10-day clinical experience designed to acquaint you with a classroom environment so that you can observe and participate in daily elementary school life prior to student teaching. This is a time to learn first-hand about classroom management, assess student needs, improve your repertoire of teaching skills, learn about school culture, and experience the collegiality of working with exceptional teachers.

For each of the 10 days, you will be present at your assigned school for the entire teaching day. This typically includes preparation prior to the time when students arrive at the beginning of the day. Schools have different schedules and the principal at your school will provide you with your starting and ending times.

Who makes the Professional Semester assignments?

Schools collaborate with WCSU during each Professional Semester. These schools are referred to as Professional Development Schools (PDS). WCSU has one PDS Coordinator who assigns students to specific schools, usually based on class cohorts. The principals at each school place the students with a mentor teacher according to teacher availability and willingness to participate in the program. PDS sites will have varying numbers of student placements from one semester to another based on the number of student teachers assigned to a particular school and other activities taking place in the school at that time.

What do I do during the Professional Semester experience?

It is expected that you will participate at the assigned PDS site for the entire school day and typically for a planning period prior to the beginning of school. You should be involved at

all levels of school activities, including those inside and out of the classroom (for example- lunch and recess duty). Naturally, you will want to speak with your mentor teacher to find out when and how you can best fit your ideas into his or her class schedule. There will be many opportunities for you to learn.

To give you ideas for possible activities during this experience, the following examples are taken

directly from your course requirements for ED 210 Foundations Literacy I, ED 301 Foundations Literacy II, ED 320 Prof. Development Schools Experience, ED 415 Elementary School Science (K-6), ED 425 Elementary School Social Studies (K-6), ED 430 Foundations Literacy III, EPY 405 Introduction to Special Education. Needless to say, the integration of any of these activities into your Professional Semester experience will need to be agreed upon between you and your assigned teacher. As early in the semester as possible, discuss these ideas with your course professors and mentor teacher. Also be mindful of what you could do to display the behaviors indicated on the evaluation form.

What are the Professional Semester Courses?

ED 210: Foundations of Literacy I/Literacy Development

1. Analyze and articulate the nature and interconnectedness of the reading/language process as reflected by current research, national and state reading standards and assessment.
2. Evaluate the alignment of literacy objectives with experiential learning modules, differentiated instruction, and informal/formal assessment and reflection
3. Practice effective evidence-based planning, instructional design/assessment, and reflection for the National Reading Panel's three "Big Ideas", phonological awareness, decoding and fluency.
4. Analyze and explain the need for developing authentic learning environments that show respect for cultural, linguistic and ethnic diversity and motivate students to become lifelong learners who have the ability to self assess their own work.
5. Demonstrate a focus on the English Language Learners (ELL) students and develop action plans to best meet their literacy needs.

ED 301: Foundations of Literacy II/Development of Reading Comprehension with a Focus on Elements of Genre

1. Analyze and articulate the nature and interconnectedness of the reading/language process as reflected by current research, national and state reading standards and assessment.
2. Evaluate the alignment of literacy objectives with experiential learning modules, differentiated instruction, and informal/formal assessment and reflection
3. Practice effective evidence-based planning, instructional design/assessment, and reflection for the National Reading Panel's three "Big Ideas", phonological awareness, decoding and fluency.
4. Analyze and explain the need for developing authentic learning environments that show respect for cultural, linguistic and ethnic diversity and motivate students to become lifelong learners who have the ability to self assess their own work.
5. Demonstrate a focus on the English Language Learners (ELL) students and develop action plans to best meet their literacy needs.

ED 320: Fieldwork in PDS Schools K-6

1. Participate in a 10-day experience designed to acquaint you with a classroom environment so that you can observe and take an active role in daily elementary school life prior to student teaching.
2. Course material learned at the university level will be implemented in the areas of classroom management skills, student needs assessment, teaching skills, school culture, and through the collegiality of working with exceptional teachers.

ED 415: Teaching Elementary School Science K-6

1. Develop and teach a lesson plan for a topic in science.
2. Manage a center for materials students will use to perform an investigation.
3. Create a Learning Center.
4. Present a discrepant event.

ED 425: Teaching Elementary School Social Studies K-6

1. Prepare lesson plans that meet selected objectives and demonstrate effective teaching strategies.
2. Use technology to create a community based presentation that will demonstrate knowledge of social studies areas.
3. Create and implement a social studies bulletin board.
4. Develop classroom management strategies that are conducive to an interactive social studies classroom.
5. Maintain a reflective journal of the PDS experience.
6. Prepare a social studies portfolio that includes lesson plans, student work samples and a culminating activity. At least one lesson plan will be presented during the PDS experience.

ED 430: Foundations of Literacy III/ Assessment, Differentiated Learning and the English Language Learner and Special Needs Student

1. Analyze and articulate the nature and interconnectedness of the reading/language process as reflected by current research, national and state reading standards and assessment.
2. Evaluate the alignment of literacy objectives with experiential learning modules, differentiated instruction, and informal/formal assessment and reflection
3. Practice effective evidence-based planning, instructional design/assessment, and reflection for the National Reading Panel's three "Big Ideas", phonological awareness, decoding and fluency.
4. Analyze and explain the need for developing authentic learning environments that show respect for cultural, linguistic and ethnic diversity and motivate students to become lifelong learners who have the ability to self assess their own work.
5. Demonstrate a focus on the English Language Learners (ELL) students and develop action plans to best meet their literacy needs.

EPY 405: Introduction to Special Education K-6

1. Observe in a special education classroom.
2. Interview special education teachers and/or support personnel (i.e., psychologists, social workers, occupational and physical therapists), regarding their roles and functions.
3. Observe the modifications made on behalf of special learners in the classroom in which they are placed.
4. Assist the mentor teacher in providing appropriate modifications, accommodations, and specialized instruction for inclusion students with disabilities.

What is the Elementary Education Professional Development in Schools (PDS) Capstone Experience?

Description:

This Professional Development in Schools (PDS) Capstone Experience, which occurs during the semester just prior to student teaching. During the PDS semester, candidates participate in a full semester of pedagogically-based courses that have been extended to allow them to participate in a two-week full-time PDS experience in urban elementary public schools. The PDS Capstone Experience is designed to assess candidates' readiness to teach based on several Association for Childhood Education International (ACEI) Standards areas. Candidates are evaluated based on their ability to develop curriculum; design a series of instructional experiences targeting a specific developmental level and integrate content areas; demonstrate the alignment of curriculum, assessment and instruction; and reflect, through the use of multimedia, on the process and a lesson taught during their PDS experience.

Alignment with Standards:

The Elementary PDS Capstone Experience aligns with the following Association for Childhood Education International (ACEI) Standards:

Curriculum	2.1 Reading, Writing, and Oral Language 2.2 Science 2.4 Social studies
Instruction	3.1 Integrating and applying knowledge for instruction 3.2 Adaptation to diverse students 3.3 Development of critical thinking and problem solving 3.4 Active engagement in learning 3.5 Communication to foster collaboration
Assessment	4.0 Assessment for instruction
Professionalism	5.1 Professional growth, reflection, and evaluation

Assessment Instrument

Professional Development in Schools (PDS) candidates are divided into groups and will identify a class demographic using the Mock Class Activity. Groups complete a final project based on one of the Science and Technology for Children (STC) units by Carolina Biological. The group discusses the development of the mini-unit online in Blackboard in *Discussions*, forming a continuous discussion thread. A target classroom for which the mini-unit is designed using the Mock Class Activity. K-1 classes will have 14 students and 2-5 will have 21 students.

The final project, based on the assigned STC unit, consists is focused on a specific grade level for which the kit is designed has two parts: A written component and a presentation component. The written component of the project consists of 4 sequential science lessons and 4 parallel or integrated lessons. All lessons will be developed using the WCSU lesson plan template using CT Frameworks (Science, Social Studies, and the Arts), Common Core State Standards – Literacy and Mathematics. The unit should integrate Literacy, Social Studies, (and optional Math). Duration = 1 week

Lessons 1-3: Integrates Science and Literacy

Lesson 4: Integrates Science, Literacy and Social Studies (*this is the lesson you will adapt to your PDS clinical class and implement*)

The differentiated instruction section will accommodate all identified students from the Mock Class Activity, highlighting individuals or groups of students during the 4 day mini-unit: Special needs, Gifted/talented, Academic strengths/ weaknesses, Behavioral issues, and/or English Language Learners.

In the presentation component, the unit is presented to the Elementary Education PDS Faculty Panel of Judges following the PDS experience. Each group designs and presents an overview of their unit to the

panel (30 minutes).

Scoring Guide

Candidates written component are scored as a team using three rubrics: 1) Elementary PDS Capstone Project in Science Written Component; 2) Content Area Science –Social Studies Lesson Plan Grading Rubric (specific to the Social Studies lesson), and 3) Capstone Scoring Rubric: Literacy Across All Lessons (focused on instructional activities targeting ELLs and other language-based needs). The PowerPoint presentation, rubric #4, is based on presentation skills and content.

The final group presentation is made after the PDS experience. The presentation includes a component on how they adapted the Social Studies-Science lesson they taught in the PDS experience, from the written component (and kit) target grade to the grade level to which they were assigned in their PDS experience. A panel consisting of PDS faculty judge the presentations and give immediate feedback to the candidates. (Revised by Dr. Bonnie Rabe)

How will I be evaluated?

Your mentor teacher must complete the following evaluation by the end of your PDS experience. Please keep an evaluation sheet as your guide and note when and how well you think you have accomplished specific competencies. Provide a copy of this form to your mentor teacher as soon as possible, so he or she knows how you are to be assessed. You should meet with your mentor teacher both during and at the end of the PDS experience to compare ideas and discuss your performance. When your mentor teacher has completed the evaluation form, please return it to Dr. Daria.

As a guide, on the section of this form, your goal should be to have 8 out of 9 categories at the average to above average level. Regarding the second section, there should be 10 out of 15 checks indicating “yes” with no more than 1 blank per section. Refer to the form on pages 6-8. Once this form is completed, it will be placed in your student file in the office for the Department of Education and Educational Psychology.

(Adapted from earlier PDS Guidebook version: Delcourt 1996, pp.3-5, 9-13)

WCSU Professional Development Schools (PDS)
ED 320 Elementary Education Student Evaluation Form
Field Experience

STUDENT _____ SCHOOL _____ TEACHER _____ POINTS _____

	UNACCEPTABLE (1)	ACCEPTABLE (2)	TARGET (3)	N/E (0)	TOTAL POINTS
InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.					
InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and guide the teacher's ongoing decision making.					
InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.					
ORGANIZED KNOWLEDGE AND FACILITATE LEARNING	LEARNING EXPERIENCES SHOWED LITTLE DIFFERENTIATION AND WERE NOT GRADE LEVEL APPROPRIATE. OBJECTIVES AND ASSESSMENTS DID NOT ALIGN WITH STANDARDS	CREATED LEARNING EXPERIENCES THAT WERE DIFFERENTIATED AND APPROPRIATE WITH MEASURABLE OBJECTIVES AND ASSESSMENT CRITERIA ALIGNED WITH LOCAL, STATE, OR NATIONAL STANDARDS.	. LEARNING EXPERIENCES EXCEEDED EXPECTATIONS. SUCCESSFULLY ALIGNED STANDARDS WITH CONTENT KNOWLEDGE AND USED DIFFERENTIAED INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING		
RESPECT DIVERSITY	SHOWED LITTLE RESPECT FOR DIVERSITY.	DEMONSTRATED RESPECT AND VALUE FOR CHILDREN OF DIVERSE BACKGROUNDS.	INCORPORATED INTERNAL AND EXTERNAL RESOURCES TO SHOW RESPECT FOR DIVERSITY.		
InTASC Standard #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
VALUE AND COMMUNICATE WITH FAMILIES	COMMUNICATION WITH MENTOR TEACHER, STUDENTS AND FAMILIES NEEDS IMPROVEMENT.	COMMUNICATED WITH MENTOR TEACHER AND EXHIBITED AN EFFECTIVE RAPPORT WITH STUDENTS AND FAMILIES WHEN APPROPRIATE.	COMMUNICATED EFFECTIVELY AND PARTICIPATED IN ADDITIONAL ACTIVITIES AND MEETINGS TO ENHANCE RAPPORT		
InTASC Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation					
ATTITUDE	SHOWED LITTLE ENTHUSIASM FOR TEACHING AND LEARNING.	DEMONSTRATED A COMMITMENT TO TEACHING AND LEARNING	SHOWED A PASSION FOR TEACHING AND A DEDICATION TO LEARNING.		
InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies					

to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways					
TECHNOLOGY	USED A LIMITED AMOUNT OF TECHNOLOGICAL RESOURCES AND MATERIALS.	. USED APPROPRIATE TECHNOLOGICAL RESOURCES AND SUFFICIENT MATERIALS.	INCORPORATED EXTENSIVE TECHNOLOGICAL RESOURCES AND MATERIALS.		
InTASC Standard #9: Reflection and Continuous Growth. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.					
BE A REFLECTIVE PRACTITIONER	DID NOT CONSIDER CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL ABILITIES AT ALL TIMES.	DEMONSTRATED THE BELIEF THAT TEACHERS BEAR RESPONSIBILITY FOR CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT.	CONSISTENTLY CONSIDERED CHILDREN'S COGNITIVE, SOCIAL, AND EMOTIONAL SKILLS DURING THE TEACHING PROCESS.		
InTASC Standard #1: Learner Development. The teacher understands how learners learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.					
EXPERTISE IN CONTENT KNOWLEDGE	LACKED EFFORT TO ENHANCE STUDENTS INTELLECTUAL SKILLS. DID LITTLE TO ENHANCE STUDENT GROWTH AND ACHIEVEMENT.	SUPPORTED STUDENTS INTELLECTUAL SKILLS AND SUPPORTED STUDENTS GROWTH AND ACHIEVEMENT.	CHALLENGED STUDENTS INTELLECTUAL ABILITIES AND DEMONSTRATES KNOWLEDGE IN ORDER TO FACILITATE STUDENT GROWTH AND ACHIEVEMENT		
InTASC Standard #10: Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.					
UNITY AND LEADERSHIP	STRUGGLED TO SHOW KNOWLEDGE, SKILLS AND DISPOSITIONS. LIMITED PARTICIPATION IN GROUPS.	KNOWLEDGE, SKILLS AND DISPOSITIONS ARE SUFFICIENT. WORKED WELL IN GROUPS.	DEVELOPED SUPERIOR KNOWLEDGE, SKILLS AND DISPOSITIONS TO BECOME AN EFFECTIVE LEADER. COLLABORATED EFFECTIVELY IN GROUPS.		

Competency and Grading Elements Key

Score Range
22-24

Category
Target

Corresponding Letter Grade
24=A
23=A-
22=B+

19-21	Acceptable	21=B
		20=B-
		19=C+
Below 19	Unacceptable	

STUDENT'S PERFORMANCE DURING THE PDS DAYS INCLUDED EXPERIENCES WITH STUDENT ACADEMIC ABILITIES:

- | | | |
|----|--------------|---------------------------|
| 1. | ORAL READING | Yes_____ No_____ N/E_____ |
| 2. | WRITING | Yes_____ No_____ N/E_____ |
| 3. | MATHEMATICS | Yes_____ No_____ N/E_____ |

NOTING AND RESPONDING TO:

- | | | |
|----|-----------------------------------|---------------------------|
| 4. | USE OF STUDENT NAMES IN THE CLASS | Yes_____ No_____ N/E_____ |
| 5. | STUDENTS QUESTIONS | Yes_____ No_____ N/E_____ |
| 6. | STUDENTS BEHAVIOR | Yes_____ No_____ N/E_____ |
| 7. | CLASSROOM ORGANIZATION | Yes_____ No_____ N/E_____ |
| 8. | GROUPINGS OF STUDENTS | Yes_____ No_____ N/E_____ |

CONDUCTING A LESSON OR ACTIVITY THAT INVOLVED:

- | | | |
|-----|---|---------------------------|
| 9. | LITERATURE BASED READING | Yes_____ No_____ N/E_____ |
| 10. | SMALL GROUP SKILLS LESSON | Yes_____ No_____ N/E_____ |
| 11. | PROCESS WRITING | Yes_____ No_____ N/E_____ |
| 12. | CREATING A PROJECT, LEARNING CENTER, UNIT OR BULLETIN BOARD | Yes_____ No_____ N/E_____ |

PARTICIPATING IN OTHER ACTIVITIES:

- | | | |
|-----|---------------------------------|---------------------------|
| 13. | VISITED A SPECIAL NEEDS CLASS | Yes_____ No_____ N/E_____ |
| 14. | COMPLETED AN EXTRA-DUTY TASK | Yes_____ No_____ N/E_____ |
| 15. | VISITED A DIFFERENT GRADE LEVEL | Yes_____ No_____ N/E_____ |

COMMENTS _____

PDS STUDENT

(Print Name)

(Signature)

(Date)

PDS CLASSROOM TEACHER

(Print Name)

(Signature)

(Date)

What are the Professional Development Schools (PDS)?

Ellsworth Avenue School

General Information:

Ellsworth Avenue School

53 Ellsworth

Danbury, CT 06810

Grades K-5, approximately 309 students

Regular School Hours: 8:55 a.m. - 3:30 p.m./PDS Hours: 8:30 - Dismissal

Principal: Mrs. Anna Rocco

Phone: 203.797.4740

Fax: 203.830.6527

Directions: From I84 Eastbound take exit 5. Turn slight right onto Down Street. Take 2nd right onto Main Street. Turn left onto Garamella Blvd. Garamella becomes Osborne. Turn left on Ellsworth Avenue then turn right to stay on Ellsworth Avenue. School is located on the right.

Hayestown Avenue School

General Information:

Hayestown Avenue School

42 Tamarack Avenue

Danbury, CT 06811

Grades PK-5, approximately 397 students

Regular School Hours: 8:25 a.m.-3:00 p.m./ PDS Hours: 8:00-Ddismissal

Principal: Mrs. Laura Kaddis

Phone: 203.797.4771

Fax: 203.830.6505

Directions: From I-84 Eastbound take exit 5. Proceed on Down Street until you come to the intersection of Main Street. Go straight onto North Street. Continue on North Street until you come to the intersection of Hayestown Avenue. Turn right; proceed to traffic signal. Take a left up the hill. Turn left onto Oak Lane. Look for the signs to the school.

King Street Campus

General Information:

King Street Campus

151 South King Street

Danbury, CT 06811

Grades K- 2, approximately 355 students

Regular School Hours: 8:25 a.m.-3:00 p.m./PDS Hours: 8:00 - Dismissal

Principal: Mr. Greg Scails

Phone: 203.797.4744

Fax: 203.830.6596

Directions: Take I84 Eastbound to Exit 5 and turn left onto Clapboard Ridge Road. Stay on Clapboard Ridge Road for approximately 3 miles. At a 7-11 convenience store, turn left onto King Street. Take the second left onto South King Street. The school will be approximately ½ mile on the left.

Mill Ridge Primary School

General Information:

Mill Ridge Primary School

49-A High Ridge Road

Danbury, CT 06811-5215

Grades K-3, approximately 350 students

Regular School Hours: 8:25 a.m. - 3:00 p.m./PDS Hours: 8:00 - Dismissal

Principal: Dr. Mary Cronin

Phone: 203.797.4781

Fax: 203.830.6583

Directions: From the WCSU West Side Campus, make a left onto Lake Avenue, take a left onto Mill Ridge (where the Dunkin Donuts is located), take your first left and proceed up the hill and around the bend (you will see a sign for Mill Ridge School Intermediate Unit- DO NOT TAKE THIS LEFT), at the top of the hill go left onto High Ridge Road, turn left into the first driveway on your left and drive straight into the Mill Ridge Primary School parking lot.

Morris Street School

General Information:

Morris Street School

28 Morris St.

Danbury, CT 06810

Grades PK-5, approximately 360 students

Regular School Hours: 8:25 a.m. - 3:00 p.m./PDS Hours: 8:00- Dismissal

Principal: Mr. William Santarsiero

Phone: 203.797-4809

Fax: 203.830.6514

Directions: Take I-84 toward Danbury. Take exit 5 turn left onto North Main Street/CT 39. Turn slight left onto Cowperthwaite Street. Then turn left onto Starr Avenue. Starr Avenue becomes Rose Hill Ave. Turn right onto Highland Avenue and left on Morris Street.

Pembroke School

General Information:

Pembroke School

34 1/2 Pembroke Road

Danbury, CT 06811

Grades K-5, approximately 334 students

Regular School Hours: 8:25 a.m. - 3:00 p.m./ PDS Hours: 8:00- Dismissal

Principal: Mrs. Edie Thomas

Phone: 203.797.4751

Fax: 203.830.6585

Directions: From I-84 Westbound take exit 6. At the bottom of the ramp, turn right, getting into the left lane. Go 0.1 mile, and proceed straight through the light. You are on U.S. Route 37 North. Follow Route 37 for almost 2.2 miles. Pembroke School is on the left side; turn left into our parking lot.

Shelter Rock School

General Information:

Shelter Rock School

2 Crows Nest Lane

Danbury, CT 06810

Grades K-5, approximately 344 students

Regular School Hours: 8:55 a.m. -3:30 p.m./PDS Hours:8:30- Dismissal

Principal: Miss Julia Horne

Phone: 203.797.4778

Fax: 203.830.6586

Directions: From the Midtown campus go east on White Street toward 8th Avenue. Turn slight right onto Cross street. Turn left onto Shelter Rock Road. Continue until you see Shelter Rock School.

Stadley Rough Elementary School

General Information:

Stadley Rough Elementary School

25 Karen Road

Danbury, CT 06811

Grades K-5, approximately 445 students

Regular School Hours: 8:25 a.m. - 3:00 p.m./PDS Hours: 8:00 - Dismissal

Principal: Mr. Ed Wachowski

Phone: 203.797.4774

Fax: 203.830.6520

Directions: From the WCSU West Side Campus, make a left onto Lake Avenue, go Westbound on Interstate 84, take exit 7, make the first right, make a left at the second stop light (Federal Road), continue on this road until you get to the Arby's, make a right and go up the hill, at the top of the hill, go left, make the first right onto Karen Road, Stadley Rough Elementary School will be on your left.

Western Connecticut Academy of International Studies

General Information

Western Connecticut Academy of International Studies

201 University Boulevard

Danbury, CT 06811

Grades K-5, approximately 258 students

Regular School Hours: 8:55 a.m.-3:30 p.m./PDS Hours: 8:30-Dismissal

Principal: Mrs. Helena Nitowski

Phone: 203.778-7462

Fax: 203.778.7467

Directions: From I-84 Westbound in Danbury take exit 4 and turn right at the end of the ramp to Mill Plain Road. Go straight on Mill Plain Road for about ½ mile. Directly across from the Stop and Shop Store turn right into the entrance of Western Connecticut State University on University Boulevard. Drive straight for 1.5 miles. The school is at the end of University Boulevard.

Who can I contact if I need help?

Your PDS Liaison is a member of the WCSU Department of Education and Educational Psychology. This individual does not formally evaluate you, but will check on how you are doing during your 10-days at your PDS site. His or her role is to coordinate your placement, making the program run smoothly between the university, you, and your assigned class at the PDS site. If you have any questions during your PDS experience, please contact your PDS Liaison or Dr. Marsha Daria, the Coordinator of the PDS Program.

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

Call your PDS site and leave a message for both the principal and your mentor teacher explaining why you are absent. You should also leave a message with your PDS liaison at WCSU. Your make-up day for missing a class should be the following Monday after your absence. **Please contact Dr. Daria, the principal and mentor teacher at your PDS site in order to make certain that this is an acceptable make-up day.** This arrangement is not automatic. Naturally, if you are not able to make-up your absence on the following Monday, please schedule your make-up day as soon as possible and alert your liaison to the day.

Also be aware of the radio station to tune into in the event of a weather-related school cancellation. The make-up day for this type of closing will be the following Monday.

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

Please consult your mentor 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 Semester. 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. 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 NOT WISH TO HAVE YOUR CHILD
PARTICIPATE.** Thank you.

WESCONN Student/Teacher Name _____

Activity Date _____

CHILD'S NAME: _____

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

Parent/Guardian Signature _____



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

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

**West Campus Classroom Building, Room 249
Danbury, CT 06810
(203) 839-8510**

August 7, 2010

Dear Education Candidates:

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.

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 530, & 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 visa versus in Danbury. Appointments are made by the *Education Connection* receptionists:

Barbara Westner at the Litchfield office
office
355 Goshen Road
Litchfield, CT 06759
(860)567-0863

Connie Phillippi at the Danbury
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.

PDS Interview Tips (Adapted from Alibaba.com)

#1.A MUST!

Even though you are most likely a starving student, used to living in old sweats, you must **invest** in a stand-out outfit for your teacher interview. That's all there is to it. Even if you know you will be the best teacher in the universe, you must make a smart **first impression**, or you may not get the chance to prove your teaching mettle. So, beg or borrow to pull together an outfit that makes you look as great as you are.

#2.PROFESSIONAL

Male or female, wear a constructed jacket. Try to get one that is in an all year, midweight fabric, so you can wear it for any season. It doesn't have to be a matched suit, but it can be. Find something with a classic shape that is updated, not dowdy. Women should wear medium, closed toe heels. Men should wear **leather dress** shoes. People who dressed in good jackets and shoes looked the most "together."

#3.BE MODEST

Make sure your neckline is not showing cleavage, and your skirt is to the knee or below. Clothing should have a not too tight, but not too loose fit. You should be able to move and breathe in it.

#4.STAND OUT

Wear something professional, but don't be afraid of color. If you wear a distinctive piece of jewelry, or an attractive scarf or a favorite colored blouse or tie, you will be remembered. Guys, don't wear silly or cute ties to the interview. Be conservative, but with some personal flair. After speaking with 25+ people over the course of four days, those who wore something memorable were easier to keep in the mind's eye. Principals would sometimes discuss candidates and refer to them as "the one who wore the pink scarf", or "the one in that nice deep purple jacket." (Yes, really!)

#5.WEAR IT CONFIDENTLY

Practice wearing your interview outfit. Before you buy the shoes, walk around in the store, and make sure you feel comfortable in them. Practice walking with a relaxed, confident stride. Practice being seated gracefully.

#6.DEPORTMENT

Make sure your demeanor and conduct are very professional. Always show good manners and answer every question concisely and clearly. Use professional English. Avoid using slang and peppering your speech with "um" and "like." Show your interest and enthusiasm in your manner and body language. Keep good eye contact, and do not slouch or cross your arms.

Frequently Asked Questions

Is there anything else that I have to do to be admitted to the Professional Semester?

Yes, you must be interviewed by Education and Educational Psychology Department faculty.

Who sets up the interview?

We do. The Department secretary will notify you of the time and place of the interview

What will I be asked at the interview?

You will be asked questions about your education courses, your essay, your experience working with children, and your attitudes about teaching, and current educational issues.

What happens after the interview?

Once final grades have been posted, your professional semester file will be reviewed again to determine if requirements have been met. If you are a transfer student, *all* grades from previous institutions will be aggregated in with your WCSU grades to calculate one grade point average.

How will I know if I have been accepted to the Professional Semester?

You will receive a phone call and told that you have been accepted, as well as an acceptance letter from the Education & Educational Psychology Department chair.

How do I register for classes?

The Education & Educational Psychology Department has its own registration procedure for the professional semester. When you receive your phone call, you will be asked to come to the Education Office (WS 249) to get a letter giving you permission to register for the Professional Semester courses. You will take that letter to the Registrar's Office to register.

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.
- 2008 Approval of the Secondary M.A.T. Program (Spanish, Math, Biology)
- 2008 National Recognition by specialized program associations in Elementary, Secondary (Math, Sciences, Social Studies, Spanish, Educational Leadership)
- 2009 NCATE National Recognition of Educational Unit
- 2012 Approval and implementation of Applied Behavioral Analyst Programs (BCBA, BCaBA)
- 2012 NCATE National Recognition of Elementary, Secondary, and M.A.T. Programs.

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, 2013 by Dean Lynne W. Clark and Dr. Marsha Daria

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