



See 87-5  
See 92-11

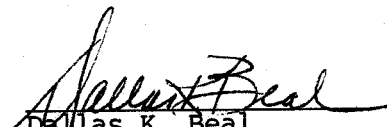
P.O. Box 2008, New Britain, Connecticut 06050  
(203) 827-7700

RESOLUTION  
CONTINUING THE  
CENTER FOR DEVELOPMENTAL STUDIES IN EDUCATION  
at  
WESTERN CONNECTICUT STATE UNIVERSITY

January 13, 1989

- WHEREAS, By Resolution #87-5, dated January 16, 1987, the Trustees of Connecticut State University authorized the President of Western Connecticut State University to establish a Center for Developmental Studies in Education, and
- WHEREAS, The Center for Developmental Studies in Education at Western Connecticut State University will expire unless authorized by the Trustees of Connecticut State University to continue, now, therefore, be it
- RESOLVED, That Resolution #87-5 be rescinded, and be it further
- RESOLVED, That the Trustees of Connecticut State University recognize and support the Center for Developmental Studies in Education at Western Connecticut State University as a model for collaboration between the university and regional school districts, and be it further
- RESOLVED, That the function of the Center for Developmental Studies in Education shall continue to be to coordinate and provide administrative direction to service programs for school systems including related instructional and research activities in the field of Education as authorized by the President of Western Connecticut State University and headed by a professionally qualified staff member who reports to and shall be responsible to the Dean of Professional Studies at Western, and be it further
- RESOLVED, That the Center for Developmental Studies in Education at Western Connecticut State University shall go out of existence three years from the date of this resolution unless the Trustees of Connecticut State University authorize its continuation.

A Certified True Copy:

  
 Dallas K. Beal  
 President



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89-19



A unit of The Connecticut State University

# WESTERN CONNECTICUT STATE UNIVERSITY

181 White Street • Danbury, Connecticut 06810 • (203) 797-4230

Vice President for Academic Affairs

January 3, 1989

Dr. Thomas A. Porter  
Provost  
The Connecticut State University  
P. O. Box 2008  
New Britain, CT 06050

Dear Dr. Porter:

On behalf of President Feldman, I wish to request that the current authorization of the Board of Trustees (BR #87-5) permitting the establishment and operation of the Center for Developmental Studies at Western Connecticut State University be extended indefinitely subject to periodic review. The Progress and Evaluation Report on the CDS, together with a budget analysis, are attached. You will note that the Center is not only meeting its goals to coordinate and provide administrative direction to service programs for school systems, but is doing so in a fiscally responsible manner. Furthermore, the Center has also provided us with demonstrable evidence that we are meeting State mandates to seek and establish cooperative relationships with schools.

Should you need any additional supporting data, please do not hesitate to contact me.

Sincerely,

*Philip J. Steinkrauss*  
Philip J. Steinkrauss  
Vice President for  
Academic Affairs

em

To: Dr. Tom Porter  
 From: Dr. Walter B. Bernstein  
 Dean, School of Professional Studies  
 Date: January 3, 1989  
 Re: Center for Developmental Studies/Budget Analysis

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 As per your request, this budget report should answer your questions regarding personnel costs, operating expenses and revenues for the Center for Developmental Studies. The Center was created by Board Resolution in January 1987 and this report describes activities during Spring/Summer/Fall 1987, Spring/Summer/Fall 1988 academic semesters. It should be noted that Mr. Richard Sullivan, Vice-President of Administrative Affairs, has been extremely helpful in establishing appropriate accounts and bookkeeping procedures for the Center.

(1) What are the costs in administering the Center?

To date, the essential cost has been offering released time to a faculty member to coordinate all activities of the Center. We would like to eventually hire a full time administrative director of the CDS. We have been granting released time to one faculty member in the Education Department, Professor John Devine, who has been primarily responsible for directing activities of the Center. He has received the following released time credit for his work as shown below:

Spring 1987	6 Released Hours	Adjunct Cost	\$2940.00
Summer 1987	6 Released Hours	No Adjunct Cost	
Fall 1987	6 Released Hours	Adjunct Cost	2940.00

Spring 1988	4 Released Hours	Adjunct Cost	1960.00
Summer 1988	2 Released Hours	No Adjunct Cost	
Fall 1988	3 Released Hours	Adjunct Cost	1470.00

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 Total                    27 Released Hours                    Adjunct Cost    \$9310.00

All other costs are "built-into" specific programs which are designed to yield some funds for the Center or "break even". None of the programs offered through the CDS lost money. No other faculty members were given released time to work on activities related to the Center. Mr. Devine receives, on average, about 5% of the total education faculty teaching time to coordinate the CDS each semester.

(2) Did the various activities of the CDS mentioned in the Progress and Evaluation Report all take place in the last two years?

Yes, all of the activities described in the Progress/Evaluation Report took place during the last two years.

(3)What was the cost of each program sponsored by the Center for Developmental Studies?

The following chart provides information on the six (6) major programs sponsored by the CDS these last two years.

CENTER FOR DEVELOPMENTAL STUDIES-PROGRAM DESCRIPTION  
BUDGET ANALYSIS

<u>PROGRAM</u>	<u>DIRECTOR</u>	<u>INCOME</u>	<u>EXPENDITURES</u>	<u>BALANCE(11/88)</u>
JPTA PROGRAM	JOHN DEVINE	\$25,195.00	\$22,899.00	\$2,296.00
DISCOVERY	STAN KLEIN	57,499.00	44,835.00	12,664.00
WESTERN ADVENTURE	JOHN DEVINE	13,858.00	13,400.00	458.00
LEGO/LOGO PROJECT	LARRY KERSHAR	12,453.00	10,953.00	1500.00
TEACHER FORUM	JOHN DEVINE	1,972.00	1,297.00	675.00
READING '88	WALTER BERNSTEIN	5,000.00	-0-	5,000.00
	TOTAL	\$115,977.00	\$93,384.00	\$22,593.00

Program Description

(1)JPTA-The Director of the local Job Partnership and Training Act Office asked the University to host a fifteen week program which offered basic skills to individuals identified as minority and/or social welfare recipients. The students met on-campus in an intensive program to develop basic skills in career search, interviewing and resume writing. Monies to operate this program came from a JPTA federal/state grant. Program was offered in Spring 1987.

(2)Discovery-This innovative program created a series of Saturday enrichment programs for 5th grade youngsters from 12 area school districts. Classroom teachers, university faculty from math and science disciplines, education majors, and area superintendents created the curriculum which included computer studies, statistics, earth science, biology, chemistry and other selected topics. See attached brochure describing 1987 program. Monies to operate this program came from Union Carbide Corporation and State grants. Some in-kind contributions from the University were made available in the form of facilities and materials. Program was offered in Spring 1987 and Spring 1988.

(3)Western Adventure for Youth-This two-week summer program for gifted and talented junior/senior high school students was a remarkable success. Western faculty led workshops in theatre, laser science, advanced mathematics, computer studies, music, creative writing and decision making. Approximately 30 students paid tuition for this program which included on-campus living in the new Haas dormitory on the Westside campus. Area school superintendents supported the program and, in some cases, offered their students full scholarships to attend. Monies to operate this program came from tuition charged to parents, Union Carbide Corporation and scholarships from individual school districts. Program was offered in Summer 1987.

(4)Lego/Logo project-This activity was funded by the Department of Higher Education's Institute for Effective Teaching. Dr. Larry Kershner, Associate Professor of Education at Western, submitted a proposal to design a "hands-on" computer application unit for science teachers. The summer grant included 14 teachers from the Danbury Public Schools who worked with Dr. Kershner and Professor Robert Hoburg of the Mathematics Department to develop the unit. The results of this project has enabled Dr. Kershner to develop new approaches in his methods courses where prospective student teachers learn "how to teach science" to children. See attached article and award letter on Lego/Logo Project. Program was conducted in Summer 1988.

(5)The Teacher Forum-This innovative program was designed to create an advisory group of classroom teachers who would advise university faculty on matters related to enhancing education curriculum and student teaching field experiences. The teachers represent 15 school districts surrounding the university and have also made recommendations regarding appropriate professional development programs for teachers. To our knowledge, this is the only program in the State which meets with classroom teachers on a regular basis to discuss curriculum and professional development issues. The group has sponsored two major conferences dealing with the "At-Risk Student" and Teacher Empowerment. Monies to operate the Forum come from nominal charges for conferences and a special donation made to the WestConn 100 Foundation. A complete description of the Forum can be found attached to this report. The Forum was created in 1986-87.

(6)Reading '88- William and Phyllis Halloran are two nationally know consultants in the field of reading and children's literature. A graduate course in this subject, taught by both the Hallorans and other national consultants (with participation of Western Faculty), was held on campus during the Summer of 1988. Approximately 185 teachers from the region attended the course which was approved by the Education Department and graduate council. Students registering for this summer course pay current CSU tuition. A copy of the Reading '88 brochure is attached to this report. This course was offered in Summer 1988 and will be available again in Summer 1989.

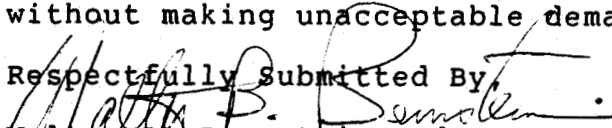
Summary

The CDS was created to meet State mandated requirements to seek and establish cooperative relationships with area schools. The Center makes possible both a flexible and efficient way of organizing various services which school personnel can utilize.

Our goal has been to make the CDS self-supporting so that programs either "break-even" or yield small profits. The objective is to use monies made through the Center to fund faculty research projects and other activities which will enhance the overall teacher education program at the university. In time, the Center should be able to fund a half-time coordinator so that faculty time would not be used for this purpose. The CDS has received a grant from the CSU Center for Excellence (12/88) to fund a part time coordinator but these monies will technically dry up as of June 30, 1989.

The CDS has been favorably received by area school personnel and particularly supported by the superintendents and teachers. Our faculty have begun to see the Center as a way to develop innovative projects with school personnel and children. Clearly, in a very short period of time it is our belief that the Center has met its objectives without making unacceptable demands on limited university resources.

Respectfully Submitted By,

  
Walter B. Bernstein, Ed.D.  
Dean, School of Professional Studies  
12/28/88



December 12, 1988

To: Vice President Steinkrauss  
Fr: Thomas A. Porter  
Re: Center for Developmental Studies

As you know, the Center for Developmental Studies at Western will lose its authorization from the Board of Trustees in January 1989 unless the authorization is extended.

We will need from the campus administration a request for reauthorization of the Center if the Trustees are to consider it at their meeting in January.

Dean Bernstein has given me a memo, dated December 5, 1988, transmitting a "Progress and Evaluation Report on the Activities of the Center for Developmental Studies (CDS) at Western." In his memo, Dean Bernstein states: "I respectfully ask that the Board allow Western to continue operating the Center." This request needs to be confirmed by President Feldman or by you acting on behalf of the President.

In order to present an appropriate case to the Trustees for continuation of the CDS, we will need more specific information than is provided in the Progress and Evaluation Report. For example, we need to know what are the costs of administering the Center. Dean Bernstein's report states that the director is a faculty member on released time. He does not say how much released time. What percent does this time represent of the total faculty teaching time of the Education Department?

How much released time has been granted to other members of the faculty to engage in the projects of the CDS? What percent of total faculty time available does this represent for each of the four semesters since the CDS was authorized by the trustees?

How much money has the CDS taken in as charges for services rendered since the Trustees authorization? Is the CDS self-supporting?

The report that I expected to receive would have shown the budget for the CDS during the two years since authorization by the Trustees.

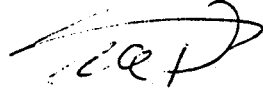
Did the various activities alluded to in the Progress and Evaluation Report all take place in the last two years?



Would it be possible to show the cost of each of these activities, including the part paid for by charges to school systems and others, by grants, and by the University from its operating budget?

This is the kind of information which the Trustees need in order to determine whether CDS is an appropriate activity or an unacceptable drain on University resources.

Please give me a call if collecting this information represents an overwhelming burden.



T.A.P.

cc: Dr. Beal  
Dean Bernstein





# Western Connecticut State University

A Campus of the Connecticut State University

Danbury, Connecticut 06810 • 203/797-4180

Office of the Dean  
School of Professional Studies

TO: Dr. Tom Porter  
FROM: Dr. Walter B. Bernstein  
DATE: December 5, 1988  
RE: Progress and Evaluation Report on the Activities of the  
Center for Developmental Studies (CDS) at Western

Two years ago the CSU Board of Trustees supported a resolution which encouraged Western to establish a Center for Developmental Studies. As a vehicle for providing services and "linkage" to the public schools, one of many new requirements for State program approval, Western was given two years to demonstrate the effectiveness of such a Center.

The attached report documents the great success we have had in operating the Center, and more importantly, the visibility our teacher education program enjoys because of the many high quality programs now being sponsored by the Center. A number of these are described in the attached progress and evaluation report.

On behalf of the entire education faculty, I ask that this report be shared with members of the Board of Trustees for their information. Furthermore, I respectfully ask that the Board allow Western to continue operating the Center. By doing so, we can continue to work closely with regional schools, offer professional development and other services, enhance our research capabilities and, finally, provide our students with unique opportunities to work with school personnel.

I would welcome an opportunity to speak with members of the Board of Trustees about the Center in the event that additional clarification is deemed necessary.

Thank you for your continued support of our work here at the university.

Sincerely yours,

Walter B. Bernstein, Ed.D.  
Dean, School of Professional Studies

cc: S. Feldman  
P. Steinkrauss -  
S. Klein  
J. Devine  
J. Chittum



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Progress and Evaluation Report on the  
Center for Developmental Studies

December 1988

The purpose of this report is to review the progress of the Center for Developmental Studies which began its operations by BOT resolution in January 1987. Western created the CDS in response to a new state mandate requiring universities to work more closely with regional schools. Now, almost two years later, we ask the CSU Board of Trustees to formally recognize and support the CDS as a model for collaboration between the university and regional school districts.

As a delivery system, the CDS has proven itself flexible enough to sponsor a variety of professional activities with school personnel including research, professional development programs, special programs for children and youth, and other unique services. The CSU Commission on Schools for the 21st Century, in its final report, urged the universities to explore effective models which would facilitate collaboration with school systems. The CDS is an excellent example of how universities can work more meaningfully with the schools.

The CDS has three distinct functions: 1) Providing services to school personnel, 2) Enhancing Instruction and 3) Applied Research.

Providing Services

Services offered by the CDS fall into two categories: a) student services and b) professional development. Student services include those designed to meet special needs of children and youth such as enrichment programs, diagnostic and psychological testing services, programs for gifted and talented youngsters as well as the learning disabled. Professional development services include: in-service courses/workshops for teachers, administrators and other school personnel, programs for teacher education faculty and continuing education opportunities for parents and other education-related personnel. It should also be noted that the CDS plans to offer CEU's (Continuing Education Units) after 1989 when they will be required for all teachers and administrators in the State.

Enhancing Instruction

Special programs offered through the CDS have also enhanced the overall teacher preparation program at the University. Students have had opportunities to hear speakers (Al Shanker, Commissioner Tirozzi and others), attend special workshops and conferences and work closely with classroom teachers and school administrators. In addition, strong connections with the schools has opened up many new opportunities for field placements in media centers, reading programs and other unique educational environments. Classroom teachers and administrators regularly visit the campus to provide instruction as guest lecturers. These arrangements are the direct result of our interaction with schools through the Center for Developmental Studies.

### Applied Research

The CDS provides a focus for applied research in education and human development. A number of special research projects involving the faculty, graduate students and school personnel have been initiated through the Center. The CDS has sponsored several research studies in the area of critical thinking, cognitive studies, parenting, computer-assisted instruction, science education, teacher empowerment and school improvement. As research productivity becomes an even greater expectation for faculty, the CDS provides a vehicle for soliciting and receiving grants, accepting research contracts, and conducting evaluation studies for area schools. Applied research projects also offer graduate students exceptional opportunities to enhance their graduate studies.

### Structure and Design of CDS

The affairs of the CDS are managed by a Board of Advisors (BOA) and a Director. There are seven voting members of the BOA including; the Education Department Chairperson, three full time faculty, and three members representing the external education community. A list of current members of the CDS Board of Advisors appears in Exhibit A.

For the past two years, the director of the CDS has been a faculty member from the education department who receives released time to coordinate activities of the Center.

The Center, an arm of the Education Department, reports directly to the Dean of Professional Studies. The CDS Board of Advisors has developed a set of bylaws which calls for the BOA to meet four times annually. A complete set of these bylaws appears in Exhibit B.

### Summary of Activities

The CDS was chartered by the Board of Trustees for a period of two years beginning in February 1987. The CDS began to accept and manage projects and programs almost immediately. The following list of activities describes the work of the Center through November 1988.

(1) The CDS has sponsored the Teacher Forum, an advisory committee of area teachers who work cooperatively with the Education Department. The group has sponsored two major conferences (The At-Risk Student and Teacher Empowerment) and has become interested in identifying professional development programs for teachers. Importantly, these teachers have been a source of ongoing feedback and advice regarding the university's undergraduate and graduate teacher education programs. This has resulted in curriculum revision and innovation as well as "team-teaching" of several university courses. The Teacher Forum has been established as a permanent outreach activity of the CDS. A description of the Teacher Forum may be found in Exhibit C.

(2) For two summers, the CDS has sponsored the Western Adventure for Youth (WAY) enrichment program for area secondary students in the arts and sciences. Originally conceived as a summer experience for gifted and talented students, WAY is evolving into an enrichment experience for children from grades three through twelve.

(3) The CDS sponsored Discovery, a science-math-arts enrichment program bringing together WCSU faculty, area school teachers, children and teacher education students to explore high interest topics and enhance the local school curriculum. The program is supported by 13 regional school districts and is funded by state and private sector monies.

(4) A unique LEGO/LOGO computer-assisted instructional workshop involving teachers from the Danbury School System and university faculty was sponsored by the CDS. A grant developed by a Western professor was solicited through the applied research arm of CDS and granted by the Department of Higher Education (Institute for Effective Teaching). The project will have impact on methods courses in science and math education.

(5) The CDS, responding to a request from the Job Training and Partnership Act (JTPA) program, provided an on-campus course in basic skills development and job-training skills for a population receiving aid to dependent children.

(6) The CDS has established a set of guidelines and procedures for evaluating all grant applications submitted for funding through the Center.

(7) The Vice-President for Administration has made it possible for the CDS to maintain appropriate accounting procedures while allowing the Center to meet program requirements, purchasing and grant deadlines, and other administrative criteria as established by State procedures.

(8) The CDS has developed an informational brochure (see Exhibit D) which communicates the goals and objectives of the Center to the regional community which it is designed to serve.

(9) The CDS has sponsored the Association for Practicing Women Administrators (APWA), a group of administrators from area schools interested in such issues as professional development, career advancement and mobility, affirmative action and leadership development.

#### Reflections and General Evaluation of CDS Activities

New state mandates require universities to seek and establish cooperative relationships with area schools. In order to manage this complex task, Western created the Center for Developmental Studies as a way of coordinating these joint efforts. The strength of the CDS model is the flexibility of its design which focuses on a) providing services, b) enhancing teacher education programs and c) research.

The first two years of operation have allowed us to 1) establish an identity for CDS within the community and an operating structure, and 2) initiate and manage projects in each area of focus. The outreach population included teachers, administrators and school-children representing 10 school districts in the university's immediate region. A complete description of this outreach region including total numbers of students, teachers and administrators is attached to this report (Exhibit E).

In spite of limited resources, and the ever-present need for a full time director, the CDS has been able to demonstrate the value of working closely with school personnel. Within the faculty, there is a renewed sense of excitement and enthusiasm which comes from being more involved with practitioners. It has become common practice at Western to find faculty, university administrators, student teachers, school teachers and administrative staff working together to solve problems.

Reactions to the university's efforts have been nothing less than phenomenal. Teachers and their administrators were obviously looking for ways to work more closely with the university. Attendance at most CDS sponsored programs has been far above what most might expect from such joint ventures.

We continue to enjoy tremendous support from area school superintendents, principals and teachers. We can also report increased involvement and interest from our colleagues in the Arts and Sciences including the Dean. Teacher education and the problems of the schools are now university concerns and shared by many faculty across disciplines. The CDS and its many programs have helped to make the education of teachers a university-wide issue for faculty.

Finally, Western's president Dr. Stephen Feldman has supported the CDS and its mission from the start. He has provided, when possible, resources and support during the first two years of this outreach effort. Similarly, both Vice-Presidents at the university have made it possible for the CDS to prosper and grow in spite of such problems as budget cutbacks and other structural impediments. We have managed to integrate CDS operations within the framework of standard university procedures both from a record-keeping and programmatic perspective.

The CDS makes outreach activities more attractive to both faculty and school personnel. It has a design which is focused and clear. Our hope is to identify specific outreach strengths in each area (services, instruction and applied research) so that we do not expand beyond the limit of available resources. For example, math and science programs for children and in-service programs for teachers in this area have become a significant theme supported by CDS. We are currently experimenting with a model that has an education professor working with a teaching staff in one of the local elementary schools. His role is to assist teachers in developing critical thinking skills for students.

Projected CDS Activities for the Future

As we look forward to future outreach activity the following services and projects are being considered or developed:

(1) The CDS will establish a Local Resource Pool (LRP) which will describe the talent, expertise and knowledge of area school personnel available for professional development programs.

(2)The CDS will establish a University Resource Pool (URP), a cadre of specialists from CSU campuses available for professional development programs, workshops and consultation.

(3)The CDS will offer "Content Topics in Education", a program which will feature Western faculty across disciplines who will present high interest topics to selected groups of area school faculty.

(4)The CDS will explore the feasibility of offering mini-matching grants for school personnel interested in applied research and other university-based education projects.

(5)The CDS is considering a summer institute, a two week period in August, where a variety of workshops, programs and other specialized topics would be offered to area school personnel. Reading '89, taught by nationally known reading consultants William and Phyllis Halloran, will be available to area teachers in summer '89 for the second consecutive year on the Western campus and is just one example of the programming we seek to offer.

(6)The CDS will initiate a newsletter to be distributed to regional school districts to communicate the activities and programs of the CDS to its constituency.

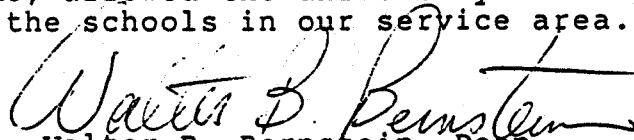
(7)The following programs, described earlier in this report, will be continued: Discovery Program in Math/Science/Arts, the Teacher Forum, Western Adventure for Youth and the Association of Practicing Women Administrators.

Recommendation

We strongly urge the CSU Board of Trustees to encourage and support continuation of the CDS as a significant outreach model for the Education/Education Psychology Department at Western. It is a model which has, in a very short period of time, allowed the university faculty to formalize critical partnerships with the schools in our service area.

Respectfully submitted,  
Professor John Devine  
Director, CDS

Professor Stanley Klein  
Chairperson, Education Department

  
Walter B. Bernstein, Dean  
School of Professional  
Studies

CENTER FOR DEVELOPMENTAL STUDIES  
BOARD OF ADVISORS  
1988-89

James Chittum - Chairperson of the BOA  
Director of Curriculum and Professional Development  
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John M. Devine, Director of the CDS  
Education Department  
Western Connecticut State University  
181 White Street  
Danbury, CT 06810



Center for Developmental Studies  
Western Connecticut State University

BYLAWS

Article I - Name

This organization shall be known as the Center for Developmental Studies in Education, (herein referred to as the CDS).

Article II - Purpose and Operations

1. Provide services, to public and private school systems and community agencies, including related instructional and research activities in the field of education and cognate academic disciplines.

2. The CDS may solicit and receive grants, accept contracts, donations and endowments in accordance with university policy and procedures. It may also impose charges for services rendered, such revenue to be deposited in the CDS account and the entire amount minus a minimum service charge disbursed from same.

Article III - Governance and Rules of Order

1. The affairs of the CDS shall be managed via a Board of Advisors (herein after the Board) and a Director.

2. The Board shall consist of seven (7) voting members to include: the Chairperson of the Education and Educational Psychology Department, three (3) full time faculty members elected from and by the Education and Educational Psychology Department and three (3) representatives of the community approved by the Education and Educational Psychology Department.

3. The term of office of each elected member shall be for two years commencing on 1 June. Members are eligible for re-election.

4. In the event of a vacancy on the Board, the Education and Educational Psychology Department shall promptly elect a replacement for the remainder of the vacated term.

5. The Board shall be regulated in accordance with Robert's Rules of Order and all other proceedings shall be governed by the By-Laws.



#### Article IV - Officers and Their Duties

1. The officers of the Board shall be Chairperson and Secretary, elected by majority vote of those present at the annual May meeting. Each officer shall serve until the next annual meeting or until a successor has been elected for the balance of the term by the members of the Board.
2. The Chairperson shall preside over all meetings of the Board and shall guide the Board in achieving all the purposes and objectives defined in Article II, assuring that such services are consistent with federal, state and local law.
3. The Secretary shall keep the official minutes of each meeting of the Board, and sign all correspondence and official documents as designated by the Board. A copy of official minutes of each meeting shall be distributed to WCSU Education and Educational Psychology Department members by the Secretary.

#### Article V - The Director

1. The daily administration of the CDS will be delegated to a Director. The Director shall be employed upon such terms and conditions conforming to Affirmative Action guidelines and State employment policies. The Director will be recommended by the Board for appointment through the Dean of Professional Studies.
2. The Director shall be an ex-officio non-voting member of the Board and any committees formed.
3. The Director shall be a fiscal agent of the CDS and will be authorized to sign for disbursement of funds in conjunction with the Chairperson of the Board.
4. The Director shall be responsible for the preparation of a budget for the ensuing year to be presented to the Board at the annual May meeting. Said budget will include the estimated costs of administrating and operating each program, and estimated revenues from all sources in support of the CDS and its programs.
5. The Director shall prepare and provide to each member of the Board at the annual May meeting a report of the programs and services provided by the CDS during the previous academic year.

#### Article VI - Meetings

The Board will meet at least four times annually. A special meeting of the board may be called at the request of the Chairperson, Director or any four members, provided a notice has been given to all members at least 72 hours prior to such a meeting and the agenda has been announced in the call of the meeting. All meetings will be held on the WCSU campus unless otherwise specified.

#### Article VII - Amendments

These By-Laws may be amended at any regular meeting of the Education and Educational Psychology Department by two-thirds of the membership, providing the amendments were presented during the last regular meeting.

#### Article VIII - Effective Date

These By-Laws as amended shall take effect upon ratification by affirmative vote of two-thirds of the full time faculty members of the Education and Educational Psychology Department.

# TEACHER FORUM

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A COLLABORATION BETWEEN TEACHERS and WESTERN CONNECTICUT STATE UNIVERSITY

## INTRODUCTION

The need to end the isolation between schools and universities has been well documented. An overwhelming number of reports and studies of education these last several years have called for closer "linkage" between the schools and the universities. In response to this challenge, Western Connecticut State University and teachers from area schools have initiated the TEACHER FORUM. The TEACHER FORUM creates a medium for open discussion for area school teachers and University staff. The FORUM consists of the following teachers representing area elementary, middle, and high schools and representatives from the University's education department, and the appropriate administrative staff:

Donnasue T. Conetta, Rogers Park J.H.S., Danbury: co-chairperson  
 John Devine, WCSU, Education Dept.: co-chairperson  
 William R. Marcy, Danbury High School: steering committee  
 Walter Bernstein, Dean - Professional Studies, WCSU: steering committee  
 Amy Benowitz, Student representative, WCSU  
 Donna Chapin, Sherman School  
 Joan Crews, New Milford High School  
 Joyce Hannah, Newtown High School  
 Pat Kelly, Ralph M.T. Johnson School, Bethel  
 Stanley Klein, Chairperson - Ed. Department, WCSU  
 Cindy Kostas, New Fairfield High School  
 Anna Rocco, Hayestown School, Danbury  
 Marge Roman, Whisconiar Middle School, Brookfield  
 Jill Welker, Redding Elementary School  
 Corliss Ward, Cloonan Middle School, Stamford

## PHILOSOPHY

If teachers are to meet these challenges adopted by our educational system, then as educators we must work in cooperation toward a common purpose: to promote excellence in teaching and in learning in our classrooms. This cooperation must include the creation of effective partnerships among our academic institutions. The TEACHER FORUM promotes such partnerships.

## MISSION

The mission of the TEACHER FORUM is to: 1. strengthen the trust and cooperation between teachers and the faculty of Western Connecticut State University; 2. provide opportunities for understanding; 3. create an atmosphere of mutual respect among professional educators; and 4. seek solutions to educational problems through collaborative efforts.

## PROGRAM

Members of the FORUM have investigated the current trends in education. We have reviewed the new state mandates and their impact upon our profession. We have analyzed areas of professional opportunities under these changes and sought to identify areas of concern by sponsoring a round table among area teachers.

The TEACHER FORUM now looks forward to enriching the partnership with Western Connecticut State University by developing projects of mutual benefit in the areas of teacher preparation and professional development.

	Total No. of Students	No. of Classroom Teachers (FTE)	No. of Administrators (FTE)	No. of Support Staff (FTE)
BETHEL	3,237	202	13	20
BROOKFIELD	2,473	167	10	13
DANBURY	8,803	561	46	59
EASTON	662	50	1.4	5
NEW FAIRFIELD	2,638	174	11	15
NEW MILFORD	4,237	270	14	20
NEWTOWN	3,700	243	14	22
REDDING	873	67	3.6	6
RIDGEFIELD	3,854	278	19	31
SHERMAN	239	20	1	1