



University of Connecticut  
Traditional Report AY 2019-20  
Connecticut



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

### IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE

### ZIP

### SALUTATION

### FIRST NAME

### LAST NAME

Irizarry

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# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.1	Special Education	Both	
13.1301	Teacher Education - Agriculture	PG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1328	Teacher Education - History	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	Both	

Total number of teacher preparation programs:

13

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="137"/>
Number of clock hours required for student teaching	<input type="text" value="446"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

22

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

46

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

505

**Number of students in supervised clinical experience during this academic year**

417

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Clinic experiences, defined as working in classrooms and schools with children in collaboration with skilled certified teachers, is a central activity in the Integrated Bachelor's/Master's (IB/M) and Teacher Certification Program for College Graduates (TCPCG) programs. Over the course of the IB/M program, students complete the equivalent of six semesters, an average of a little over 1,100 hours of clinic-based experiences for the IBM program, and four semesters for the post-graduate TCPCG program, for an average of 640 hours. The experiences become increasingly complex and demanding as students make their way through the program. IBM Clinical Experiences: Semester 1 – Junior Year Fall Minimum of 44 hours/semester (4-5 hours/week) Approximately 12 weeks Secondary education teacher candidates are placed with a certified middle or high school, content-specific teacher with at least 3 years of experience. Elementary education teacher candidates are placed with a certified K-6 teacher with at least 3 years of experience. Special education teacher candidates are placed with a certified K-12 teacher with at least 3 years of experience. Music education teacher candidates are placed with a certified PK-12 teacher with at least 3 years of experience. Semester 2 – Junior Year Spring Minimum of 54 hours/semester (5-6 hours/week) Approximately 12 weeks Secondary education teacher candidates are placed with a certified middle or high school, content-specific teacher with at least 3 years of experience. Elementary education teacher candidates are placed with a certified K-6 teacher with at least 3 years of experience. Special education teacher candidates are placed with a certified K-12 teacher with at least 3 years of experience. Music education teacher candidates are placed with a certified PK-12 teacher with at least 3 years of experience. Semester 3 – Senior Year Fall Elementary education teacher candidates: Minimum of 84 hours/semester Approximately 9 weeks spent in clinic Elementary education teacher candidates do clinic rotations; they attend clinic during specified weeks of the semester, with a total of 17 days (with an option of one additional day) over the course of the semester. Elementary teacher candidates are placed with a certified 1-6 teacher, who is TEAM- trained by the CT State Department of Education and has at least 4 years of teaching experience. Secondary education teacher candidates: Minimum of 54 hours/semester (6 hours/week) Approximately 12 weeks Secondary teacher candidates are placed with a certified middle or high school (7th -12th grade), content-specific teacher, who is TEAM-trained by the CT State Department of Education and has at least 4 years of teaching experience. Special education teacher candidates are placed with a certified K-12 content-specific teacher, who is TEAM-trained by the CT State Department of Education and has at least 4 years of teaching experience. Music education teacher candidates are placed with a certified PK-12 content-specific teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience. Semester 4 – Senior Year Spring Full time – at least 11 weeks or 440 hours Each teacher education candidate is placed with a certified elementary, middle or high school teacher, who is TEAM trained by the CT State Department of Education and has at least 4 years of teaching experience. Semesters 5 & 6 – Master's year 504 hours/year (18 hours/week) Approximately 3 days/week Each teacher education candidate has a year-long internship, the focus of which is development of leadership skills. Total # of hours for IB/M Elementary Education majors 1,126 hours over the course of the three-year program. Secondary Education majors 1,096 hours over the course of the three-year program. Over the course of the three-year program, all IB/M candidates are deliberately placed in a variety of educational and demographic settings for their required fieldwork experiences. Clinical experiences are designed to complement the university course work students are taking concurrently with their clinic placement. Each semester students are also enrolled in a small seminar with other students who are at the same phase in the program and who are working in the same school district during their clinic placements. In these seminars, students are expected to talk and write about what they are doing in and learning from their clinic placements, how their learning in clinic is related to their learning in their university courses, and how their understandings of students, teachers, schools, and teaching is changing as a function of their varied learning experiences. The goal of the Clinic/Seminar structure that runs throughout the program is to provide teacher candidates with the information, the experience, and the opportunity needed to engage in substantive analysis of and reflection upon the enormous and complex task of educating the youth of this country. TCPCG Clinical Experiences: Summer Sessions I & II Normally 20 hours; 0 hours for 2020-2021 Cohort Candidates in the Teacher Certification Program for College Graduates (TCPCG) have clinical experiences during each of their four semesters in the program. Students normally engage in a minimum of 20 hours of clinical experience in content area classrooms. Due to the Covid 19 pandemic, summer placements were not possible for Summer 2020. However, candidates engaged in virtual clinical experiences by watching observational videos of teachers in their content areas. Fall Semester: 120 hours In the fall semester, TCPCG students take part in a school-based internship. The internship is designed so that the TCPCG student spends a minimum of 10 hours a week helping move forward a departmental, school, or district initiative. Interns take an active role their content area classroom and are placed with a TEAM-trained teacher (certified in the candidate's content area) in the classroom. Each teacher education candidate has a semester-long internship, the focus of which is development of leadership skills. Internship placements are aligned with student's endorsement area and grade level. Spring Semester: 440 hours During the spring, candidates complete 13-15 weeks of student teaching, resulting in a minimum of 440 hours. Starting on day one alongside their cooperating teacher, candidates attend teacher workdays and in-services, observe and collaborate with their cooperating teacher to establish classroom norms and expectations, and assume the responsibilities of their cooperating teacher over time. TCPCG candidates spend a minimum of four weeks taking on the full capacity of their cooperating teacher's workload. Secondary teacher candidates are placed with a certified middle or high school, content-specific teacher (in their primary endorsement area), who is

TEAM trained by the CSDE and has at least 4 years of teaching experience. Special Education teacher candidates are placed with a K-12 certified special education teacher, who is TEAM trained by the CSDE and has at least 4 years of experience. Agriculture teacher candidates are placed with a PK-12 certified agriculture education teacher, who is TEAM-trained by the CSDE and has at least 4 years of experience.



# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	601
Subset of Program Completers	172

Gender	Total Enrolled	Subset of Program Completers
Male	162	44
Female	439	128
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	39	8
Black or African American	14	4
Hispanic/Latino of any race	74	25
Native Hawaiian or Other Pacific Islander	1	1
White	444	126

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	24	7
<b>No Race/Ethnicity Reported</b>	5	1

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="45"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="35"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	7
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	23
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	15
13.1312	Teacher Education - Music	13
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	14
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	10
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="15"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="36"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="12"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	13
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	10
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="Educational Studies"/>	1
01	Agriculture	4
03	Natural Resources and Conservation	5
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	5

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	4
19	Family and Consumer Sciences/Human Sciences	6
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	26
24	Liberal Arts/Humanities	2
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	8
27	Mathematics and Statistics	10
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	4
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	8
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	7
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	13
51	Health Professions and Related Clinical Sciences	2
52	Business/Management/Marketing	2
54	History	12

CIP Code	Academic Major	Number Prepared
99	<b>Other Specify:</b> <input data-bbox="289 121 1260 163" type="text" value="International Relations"/>	<input data-bbox="1292 90 1572 132" type="text" value="1"/>



# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Integrated Bachelor's/Master's (IB/M) and Teacher Certification Program for College Graduates (TCPCG) programs continue to promote evidence-based classroom management models and strategies, as well as, fostering the knowledge and skills necessary to address the needs of special education and ELL students. All prospective general education students are required to take an Exceptionality course that provides an overview of knowledge and skills needed to support positive learning outcomes for students with exceptional learning needs. Course themes include the historical and legal context of the education of students with disabilities within public schools, characteristics of diverse learners, and the process of developing and implementing Individualized Education Programs. In addition, all prospective general and special educators are required to take a course entitled Classroom and Behavior Management. This course focuses primarily on evidence-based Tier 1 strategies designed to support all learners, and to create safe, inclusive, culturally responsive learning environments, with an introduction to Tier 2 and 3 strategies to support students in need of additional supports. Prospective special educators take multiple courses designed to embrace instruction for students with exceptionalities (which includes

individualized education teams and plans) across content areas. Students develop foundational knowledge of general and specialized curricula and build their skills in using assessment data to create individualized learning objectives and develop accommodations, modifications, and supports appropriate for students with disabilities. Further methods courses in early and adolescent literacy and math develop student's skills in planning and preparation, including explicit instructional plans, implementation of evidence-based instructional strategies, and build their skills in data-based individualization. Instruction in all of the methods classes also deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition, the candidates are required to take a course on teaching English language learners. Students are required to take a 3-credit diversity course in their master's year. All of these courses touch on the education of English learners, and many (such as Sheltered Instruction for English Learners and Language Diversity and Literacy) focus squarely on supporting English learners in general education classrooms. Two additional courses in the IB/M program prepare candidates to better meet the needs of diverse learners and to enact high-leverage teaching practices aligned with Connecticut state and district teaching standards and evaluations. Both general and special education candidates take an additional course in multicultural education at the beginning of the IB/M program. Both general education and special education TCPCG candidates also take a course in multicultural education at the beginning of their program. General education TCPCG candidates then continue to take a second multicultural education course. However, multicultural education is also a focus of the two TCPCG seminars taken by both general education and special education candidates. We've also increased the number of subject specific methods courses in the IB/M program for general education candidates in order to better prepare them to meet state and district teaching standards. We have also established partnerships within our district professional development centers called Collaborative Inquiry Schools where university and school-based educators work together with teacher candidates to improve the quality of teaching among pre- and in-service teachers, and to strive to fulfill the goal of simultaneous renewal (Goodlad, Soder, & Sirotnok, 1990). Our annual Partner Summits provide the opportunity for the program's leadership team and faculty members to meet with stakeholders from our partner districts to share updates and developments in an effort to engage feedback and to discuss districts' current needs and instructional practices. Our master's program internships support our partner districts' goals and needs. School personnel from our partner districts establish priorities and identify a focused set of potential internship opportunities designed to support these goals. Our students select their fifth-year internships from the districts' proposals. The internships also require a minimum of ten hours of instructional time for pre-service teachers to work with large groups, small groups, or in one-on-one settings. Clinical and internship experiences throughout the three-year program of studies are offered in urban, rural, and suburban districts and provide our students with opportunities to instruct students in diverse settings. In order to afford teacher candidates more diverse experiences in a variety of settings where they can apply their learning and meet the assurances above, in the 19-20 academic year the IB/M program expanded our partnerships from 9 school districts to 12 school districts. This added a suburban, urban, and magnet option to the clinical experiences our students can take part in during their three years in the IB/M program.

# Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Enroll 20 new students in mathematics education

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas, including secondary mathematics. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We used multiple strategies to connect with potential teacher candidates.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

A strategy we have added to improve performance for our IB/M program is a second round of admissions. Previously, we used to have students apply by January of their sophomore year, for admission the following fall (junior year). The process wrapped up by March. For Math (and other shortage areas), we now have a second round of admissions available for those who are interested but have missed the first deadline. Interested students apply by April 1. We have connected with the math department and two of our academic advisors, along with a current student, plan to attend the introductory courses (e.g., Calc 1 & Calc 2) that are heavily populated by first-year students to talk about the program and benefits of being a math teacher. By reaching out at this early stage to students taking math, we hope to make them aware of this career and encourage communication and interest.

**6. Provide any additional comments, exceptions and explanations below:**

Plan to increase applicants to Math Education program: University Setting The LEAD (Leadership, Equity and Diversity) Program in the Neag School of Education is a new initiative that links two years of pre-requisite and general education coursework with three years of professional education resulting in two degrees: a Bachelor's in Education and a Master's Degree in Curriculum and Instruction or Educational Psychology. Students are connected to UConn's Neag School of Education during their first two years of study through courses, seminars, research opportunities, and mentorship, all aimed at supporting the achievement of curricular and career goals. The purpose of this program is to nurture a diverse group of highly motivated students who are interested in working in areas of teaching shortages in the State of Connecticut, which includes Mathematics. Additional steps to address this goal include: • Contact Future Educators Association (FEA) and Contact Connecticut Education Association (CEA) Student Program at UConn to provide a presentation during their chapter meeting about the benefits and demand for becoming a Math Teacher in Connecticut. • Create a presentation specifically targeted to current juniors and seniors, and/or students that are currently majoring in Math or related subjects to interest them in teaching. This presentation will include the Math Education faculty member, Academic Advisors, and a Secondary Math alumni member. • Meet with CLAS Advisors and Faculty to discuss interests of students that are currently majoring in Mathematics or related subjects. Community College Setting: • Meet with transfer counselors at MCC and Capital CC to discuss ways of working more effectively on pre-Math Teacher goals. Specifically targeting Liberal Art major students that are guaranteed admission through the Liberal Arts program, and students that have shown interests in the sciences. • Attend Community College Transfer Student Fair • Attend Community College Counselor Meetings • Host Informational Sessions about applying to the Neag School of Education Teacher Prep Programs Post Baccalaureate (TCPCG) • Attend recruiting fairs for students that have earned a Bachelor's degree, and are interested in pursuing teaching.

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

Enroll 15 new students in mathematics education.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

Enroll 15 new students in mathematics education.

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

### 1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

Enroll 25 new students in Science Education

### 3. Did your program meet the goal?

- Yes  
 No

### 4. Description of strategies used to achieve goal, if applicable:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We used multiple strategies to connect with potential teacher candidates. Strategies to increase applicants to the Science Education program: K-12 Setting •The LEAD (Leadership, Equity and Diversity) Program in the Neag School of Education is a new initiative that links two years of pre-requisite and general education coursework with three years of professional education resulting in two degrees: a Bachelor's in Education and a Master's Degree in Curriculum and Instruction or Educational Psychology. Students are connected to UConn's Neag School of Education during their first two years of study through courses, seminars, research opportunities, and mentorship, all aimed at supporting the achievement of curricular and career goals. The purpose of this program is to nurture a diverse group of highly motivated students who are interested in working in areas of teaching shortages in the State of Connecticut which includes Science. • Collaborate with Science high school teachers in partnership districts to provide classroom presentations about the benefits and demand for becoming a Science teacher in Connecticut. • Provide an on campus visit to Science teachers and their students from partnership districts that will involve the following: Campus Tour, College Classroom Observation, Student panel of current Science IB/M students University Setting. • Contact Future Educators Association (FEA) and Contact Connecticut Education Association (CEA) Student Program at UConn to provide a presentation during their chapter meeting about the benefits and demand for becoming a Science Teacher in Connecticut. • Create a presentation specifically targeted to current freshmen and sophomores, and/or students that are currently majoring in Bio, Chemistry, Physics or Earth Science to interest them in teaching. This presentation will include the Science Education faculty member, Academic Advisors, and a Secondary Science alumni member. • Meet with CLAS

Advisors and Faculty to discuss interests of students that are currently majoring in Chemistry, Physics, Biology or Earth Science Community College Setting. • Meet with transfer counselors at MCC and Capital CC to discuss ways of working more effectively on pre-Science Teacher goals. Specifically targeting Liberal Art major students that are guaranteed admission through the Liberal Arts program, and students that have shown interests in the sciences. • Attend Community College Transfer Student Fair • Attend Community College Counselor Meetings • Host Informational Sessions about applying to the Neag School of Education Teacher Prep Programs Post Baccalaureate (TCPCG) • Create a presentation specifically targeted to current juniors and seniors at UConn that are majoring in subjects that are correlated to teaching shortage areas. • Attend recruiting fairs for students that have earned a Bachelor's degree, and are interested in pursuing teaching.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

Beyond those strategies already identified previously above, the following additional strategies have begun: • Visiting UConn Freshman and Sophomore large lecture courses in Bio, Chemistry, Physics or Earth Science to share more about careers in science teaching and our IB/M Program. • Initiated early admissions decisions for science teachers as part of the IB/M programs for promising applicants through the LEAD program (Leadership, Equity, and Diversity). Additional strategies we are also considering include: • Visiting UConn Junior and Senior courses in Bio, Chemistry, Physics or Earth Science to share more about careers in science teaching and our TCPCG Program.

**6. Provide any additional comments, exceptions and explanations below:**

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Enroll 25 new students in Science Education

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Enroll 25 new students in Science Education.

## Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Enroll 30 new students in special education

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. •The LEAD (Leadership, Equity and Diversity) Program in the Neag School of Education is a new initiative that links two years of pre-requisite and general education coursework with three years of professional education resulting in two degrees: a Bachelor's in Education and a Master's Degree in Curriculum and Instruction or Educational Psychology. Students are connected to UConn's Neag School of Education during their first two years of study through courses, seminars, research opportunities, and mentorship, all aimed at supporting the achievement of curricular and career goals. The purpose of this program is to nurture a diverse group of highly motivated students who are interested in working in areas of teaching shortages in the State of Connecticut, including Comprehensive Special Education. •We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We used multiple strategies to connect with potential teacher candidates. •We continue to partner with LEARN to grow the special education certification pathway at Avery Point campus. •Special Education faculty are currently working on a comprehensive plan (in partnership with Neag Advisors) to increase recruitment efforts for undergraduate students, targeting service organizations and other relevant student groups. •We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, etc.) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible. •We have hired additional faculty to support students and the program including one new faculty member who will teach courses across the TCPCG cohorts. We also have two dedicated special education advisors: one for Avery Point and one for the Hartford and Waterbury cohorts.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

While we met our goal, we plan to continue and commit to all of the steps outlined above. Our campus recruiting efforts were somewhat curtailed this year, and we hope to resume in-person recruiting (perhaps with the support of current students as ambassadors). We have also worked with new faculty across programs to create increased alignment across both IBM and TCPCG programs.

**6. Provide any additional comments, exceptions and explanations below:**

## Review Current Year's Goal (2020-21)

**7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Enroll 30 new students in Special Education

## Set Next Year's Goal (2021-22)

**9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Enroll 35 new students in Special Education



# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[§205\(a\)\(1\)\(A\)\(i\)](#), [§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

## Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. ([§205\(a\)\(1\)\(B\)](#))

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	10	169	10	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	18	169	18	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	12	173	12	100
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	27	191	27	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	35	187	34	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	37	194	36	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	40	188	40	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	24	183	23	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	35	179	35	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2018-19	37	182	37	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	40	182	40	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	26	181	26	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	34	180	32	94
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2018-19	37	178	37	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	40	178	40	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	25	172	24	96
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	35	174	34	97
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2018-19	37	174	37	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	40	173	40	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	11	181	11	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	23	178	20	87
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2018-19	25	179	25	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	22	180	22	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	20	264	19	95
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	74	256	64	86
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	71	262	68	96
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	80	263	79	99
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	172	10	83
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	15	171	15	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	14	174	14	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	21	170	21	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	12	171	12	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2018-19	13	170	13	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	12	175	12	100
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	4			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	41	178	40	98
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2018-19	36	178	36	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	41	176	41	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	169	11	92
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	14	176	12	86

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	20	177	19	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	25	175	25	100
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2019-20	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	3			



## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	162	143	88
All program completers, 2018-19	178	171	96
All program completers, 2017-18	191	189	99

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

NCATE

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The Neag School of Education recognizes the critical role that technology plays in the development of human knowledge and advancement; it is committed to provide up-to-date technology to its candidates. Candidates are expected to apply appropriate technology in their teaching, learning, and professional activities. At the initiation of their respective teacher preparation program, candidates are required to arrive with specific multimedia applications available to them (e.g., laptop with MS Office, Taskstream). With program faculty facilitating candidate skill development and understanding, these technologies are utilized across the teacher preparation sequence in activities such as project web design, electronic portfolio, and clinical experiences (which include student teaching) while incorporating the principles of universal design. Candidates take an instructional technology course in which they learn to employ both widely adopted and emergent instructional technology. Additionally, the module on Evidence-based Decision Making and Technology is 1 of 4 weekly modules as part of the 1-credit components required for future teachers in the undergraduate program. This 1-week modules has a single artifact that results from the 2.5 hour student lab, readings and discussion. The artifact is a technology-based exit quiz associated with a target lesson used to anchor all instruction in the full 3-credit option version of this course including the 1-credit require subcomponents that include this module on Evidence-based Decision Making that is given in the 4th week of the course.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

Integrated Bachelor's/Master's (IB/M): All pre-service general education students are required to take Introduction to Exceptionality. This course provides an overview of knowledge and skills needed to support positive learning outcomes for students with exceptional learning needs. Course themes include the historical and legal context of the education of students with disabilities within public schools, characteristics of diverse learners, and the process of developing and implementing Individualized Education Programs. Required readings include Hallahan, Kauffman, and Pullen's *Exceptional Learners: An Introduction to Special Education*, and course objectives include: the construct of disability, characteristics of students with disabilities, and effective instruction, practices, modifications, and accommodations for students with disabilities and those experiencing learning difficulties. In addition, all preservice general education students are required to take Classroom and Behavior Management. This course focuses primarily on Tier 1 strategies designed to support all learners, and to create safe, inclusive, culturally responsive learning environments. This includes supporting the CEC standard of engaging individuals with exceptionalities to become active and effective learners and develop emotional well-being, positive social interactions, and self-determination skills in every classroom. In addition, the course introduces both Tier 2 and 3 interventions designed to support students who need more intensive behavioral supports. Teacher Certification Program for College Graduates (TCPCG): All TCPCG general education students are required to take EPSY 5108: Students with Special Needs in the Classroom Environment. This course provides an overview of knowledge and skills needed to support positive learning outcomes for students with exceptional learning needs. Course themes include the historical and legal context of the education of students with disabilities within public schools, characteristics of diverse learners, and the process of developing and implementing Individualized Education Programs. Required readings include Hallahan, Kauffman, and Pullen's *Exceptional Learners: An Introduction to Special Education*, and course objectives include: the construct of disability, characteristics of students with disabilities, and effective instruction, practices, modifications, and accommodations for students with disabilities and those experiencing learning difficulties.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Integrated Bachelor's/Master's (IB/M): In the Introduction to Exceptionalities course, students learn the fundamentals of Individual Education Program (IEP) development and implementation, the roles of various professionals in working with students with exceptionalities, and the importance of collaboration as a participant in IEP teams. Students are required to do an in-depth review of sample IEPs, and, if possible, they may attend an IEP meeting or interview a general education teacher about their experiences on IEP teams. The class also covers special education history, law, and process. Teacher Certification Program for College Graduates (TCPCG): In the Students with Special needs in the Classroom Environment course, students learn the fundamentals of Individual Education Program (IEP) development and implementation, the roles of various professionals in working with students with exceptionalities, and the importance of collaboration as a participant in IEP teams. Given that the course takes place in the summer, students are required to interview a teacher about the IEP and PPT process as part of the course. The class also covers special education history, law, and process.

#### c. Effectively teach students who are limited English proficient.

All pre-service teachers are required to take a 3-credit language and cultural diversity course, and there are a number of courses that fulfill this requirement. Some of these courses focus directly on English learners, while others address multicultural education and critical pedagogy more broadly. Some students elect to take more than one of these courses as an elective. Many instructors also discuss supports for English learners within the context of their methods courses. Finally, depending upon their clinical placements, pre-service teachers may have direct teaching experience with English learners as well as professional support from clinical partners at their placement sites. Instruction in the methods classes also deal with differentiation of instruction for all learners, encompassing special education, gifted and talented, and emergent bilinguals (or "limited English proficient" students). The methods instructors, as a group, intentionally infused teaching about and methods relevant to work with emergent bilinguals

while working in a faculty learning community. At that time, faculty integrated the teaching of SIOP strategies into methods courses and included a focus on language objectives in candidates' lesson planning. Faculty continue to attend to linguistic diversity and its implication for teaching methods as they develop assignments for methods courses and as they help students address the requirements for edTPA in student teaching seminars; our programs' focus on setting language objectives, explicitly supporting language learning and use while learning content, and providing explicit scaffolding for language use addresses the edTPA's focus on academic language and language demands. After completing methods course(s) and student teaching seminar during senior year the candidates are required to take choose from a list of courses during MA year; all of the courses give attention to English language learners. Teacher Certification Program for College Graduates (TCPCG): Students take multiple courses across the program that integrate sheltered English instruction techniques for effectively teaching English language learners. The sheltered English instruction techniques are covered in various ways through Learning Theories, Methods of Instruction and Evaluation, Subject Specific Methods, Student Teaching Seminar, and Multicultural Education. In all these classes, students incorporate Sheltered Instruction strategies (developed by the Center for Applied Linguistics) into their lesson plans. Instruction in the methods classes also addresses differentiation of instruction for all learners, encompassing special education, gifted and talented, and emergent bilinguals (or "limited English proficient" students). In particular, faculty and instructors in the program focus on setting language objectives and explicitly supporting language learning. Students are also asked to focus on providing explicit scaffolding for academic language to a range of learners in their classrooms.

## 2. Does your program prepare special education teachers?

- Yes
- No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

Integrated Bachelor's/Master's (IB/M): All candidates take multiple courses designed to embrace instruction for students with exceptionalities (which includes individualized education teams and plans). Starting in their first semester, students develop foundational knowledge of general and specialized curricula and begin to build their skills in using assessment data to create individualized learning objectives and develop accommodations, modifications, and supports appropriate for students with disabilities. Further methods courses develop student's skills in planning and preparation, including explicit instructional plans. Coursework and clinic placements (including student teaching and internship) supports preservice teachers understanding and implementation of evidence-based instructional strategies and build their skills in data-based individualization. In addition, all preservice special education students are required to take Classroom and Behavior Management. This course focuses primarily on Tier 1 strategies designed to support all learners, and to create safe, inclusive, culturally responsive learning environments. This includes supporting the CEC standard of engaging individuals with exceptionalities to become active and effective learners and develop emotional well-being, positive social interactions, and self-determination skills in every classroom. In addition, pre service special education teachers take an additional course intensively focused on Tier 2 and 3 interventions designed to support students who need more intensive behavioral supports. This course not only focuses on interventions, but also using data to guide decisions for individualized behavioral supports and collaborating with all stakeholders to support positive student outcomes. Instruction in the methods classes also deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition, the candidates are required to take a course on teaching English language learners. The faculty initiated a professional network to enhance their own knowledge and research on working with students with limited English proficiencies. As a result of this, faculty has integrated the teaching of SIOP strategies into methods courses and included a focus on language objectives in candidates' lesson planning. In addition to all requirements listed above, all candidates in special education are instructed to meet national and state standards, receive training on becoming an active collaborative member of the individualized education program team, develop/ implement/ monitor individualized education plans, and assess in 18 research-based teaching practices which candidates need to demonstrate during their student teaching experience. Additionally, all candidates in special education are instructed to meet national and state standards, receive training on becoming an active collaborative member of the individualized education program team, develop/ implement/ monitor individualized education plans, and assess in 18 research-based teaching practices which candidates need to demonstrate during their student teaching experience. Teacher Certification Program for College Graduates (TCPCG): All candidates take multiple courses designed to embrace instruction for students with exceptionalities (which includes individualized education teams and plans). Starting in their first semester, students develop foundational knowledge of general and specialized curricula and begin to build their skills in using assessment data to create individualized learning objectives and developing accommodations, modifications, and supports appropriate for students with disabilities. Further methods courses develop students' skills in planning and preparation, including explicit instructional plans. Coursework and clinic placements (including student teaching and internship) support pre-service teachers in the understanding and implementation of evidence-based instructional strategies and in building their skills in data-based individualization. In addition, all pre-service special education students are required to take Classroom and Behavior Management. This course focuses primarily on Tier 1 strategies designed to support all learners, and to create safe, inclusive, culturally responsive learning environments. This includes supporting the CEC standard of engaging individuals with exceptionalities to become active and effective learners and develop emotional well-being, positive social interactions, and self-determination skills in every classroom. In addition, pre-service special education teachers take an additional course intensively focused on Tier 2 and 3 interventions designed to support students who need more intensive behavioral supports. This course not only focuses on interventions, but also using data to guide decisions for individualized behavioral supports and collaborating with all stakeholders to support positive student outcomes. Instruction in the methods classes also deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition to all requirements listed above, all candidates in special education are instructed to meet national and state standards. They also receive training on becoming an active collaborative member of the individualized education program team, as well as developing/ implementing/ monitoring individualized education plans. Finally, all candidates are also assessed on 18 research-based teaching practices which candidates need to

demonstrate during their student teaching experience.

**b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

Integrated Bachelor's/Master's (IB/M): Pre-service special education teachers begin their program with a course of program planning in Special Education from eligibility through assessment of student progress. At each step, students are taught how to facilitate collaboration among the student, family, school personnel, and other service providers essential to the IEP process. Throughout all of their placements (starting in their first semester), pre-service special educators observe and then participate (and potentially present) in IEP team meetings. Collaboration skills are reinforced throughout all of their coursework, and teacher candidates have an opportunity to implement and reflect on their skill development across three years of clinic placements. All students gain knowledge of special education law (required course readings include: Rothstein & Johnson's Special Education Law and Bateman & Yell's Current Trends and Legal Issues in Special Education). Many preservice special education students also elect to take a Special Education Policy and Law class during their master's year. Teacher candidates receive training that aligns with the Council for Exceptional Children's specialty set of standards in Individualized General Curriculum, which includes: 1. Learner Development and Individual Learning Differences 2. Learning Environments 3. Curricular Content Knowledge 4. Assessment 5. Instructional Planning and Strategies 6. Professional Learning and Ethical Practice 7. Collaboration

Teacher Certification Program for College Graduates (TCPCG): Pre-service special education teachers have a course schedule focused on the role of special educator in the IEP team meeting from eligibility to progress monitoring to holding meeting. At each step, students are taught how to facilitate collaboration among the student, family, school personnel, and other service providers essential to the IEP process. Throughout all clinical placements (starting in their first summer session), pre-service special educators observe and then participate (and potentially present) in IEP team meetings. Collaboration skills are reinforced throughout coursework, and teacher candidates have an opportunity to implement and reflect on their skill development across four semesters of clinic placements. All students gain knowledge of special education law by taking a Special Education Policy and Law class during the program. Teacher candidates receive training that aligns with the Council for Exceptional Children's specialty set of standards in Individualized General Curriculum, which includes: 1. Learner Development and Individual Learning Differences 2. Learning Environments 3. Curricular Content Knowledge 4. Assessment 5. Instructional Planning and Strategies 6. Professional Learning and Ethical Practice 7. Collaboration

**c. Effectively teach students who are limited English proficient.**

All pre-service teachers are required to take a 3-credit diversity course, and there are a number of courses that fulfill this requirement. Some of these courses focus directly on English learners, while others address multicultural education and critical pedagogy more broadly. Some students elect to take more than one of these courses as an elective. Many instructors also discuss supports for English learners within the context of their methods courses. Finally, depending upon their clinical placements, pre-service teachers may have direct teaching experience with English learners as well as professional support from clinical partners at their placement sites. Faculty continue to attend to linguistic diversity and its implication for teaching methods as they develop assignments for methods courses and as they help students address the requirements for edTPA in student teaching seminars; our programs focus on setting language objectives, explicitly supporting language learning and use while learning content, and providing explicit scaffolding for language use addresses the edTPA's focus on academic language and language demands. After completing methods course(s) and student teaching seminar during senior year the candidates are required to take choose from a list of courses during MA year; all of the courses give attention to English language learners. Teacher Certification Program for College Graduates (TCPCG): Students take three courses that integrate sheltered English instruction techniques for effectively teaching English language learners including: Beginning Reading Supports for Students with Special Learning Needs; Instructional Strategies & Adaptations for Students with Special Learning Needs; and Student Teaching Seminar. In all three classes, student incorporate sheltered English instruction strategies (developed by the Center for Applied Linguistics) into their lesson plans.

## Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Program Tenets Our teacher education programs are built upon a foundation of program tenets that reflect state-of-the-art practice in teacher education. • Tenet 1: A broad liberal arts background with a specific subject area major is part of each pre-professional student's university program. • Tenet 2: A common core of pedagogical knowledge is required of all education majors, regardless of their area of specialization. • Tenet 3: Subject and grade-level specific pedagogical knowledge is tailored to the certification area toward which students are working. • Tenet 4: Teaching competence is built across six semesters of progressively challenging clinical experiences. • Tenet 5: Student participation in demographically varied clinical experiences contributes to raising cultural awareness and responsiveness. • Tenet 6: Analysis of and reflection on the interplay between student characteristics, teacher practices, and the broader issues and concerns of parents and society are essential in preparing educators to be decision makers, leaders, and innovators for the twenty-first century. The teacher education programs at the University of Connecticut have identified the practices below as the “core practices” we seek to develop in pre-service teachers. These practices are core to teachers’ work and for our program because we believe they are critical to promoting learning for K-12 students, teachable within the combination of university courses and clinical experiences we provide, and foundational for the subsequent learning and growth that teachers will do during their in-service years (see Ball & Forzani, 2009; Grossman et al, 2009). We have attached numerals to the practices to facilitate identifying them; these numerals neither rank order their importance nor indicate a sequential order that teachers should always follow. These are practices we seek to develop across all of our programs; in other words, all teachers will learn how to facilitate discussion, even if the nature of the resulting discussions should look different if it occurs among elementary students engaged in scientific inquiry or among high school seniors engaged in a Socratic seminar (Teachingworks, 2014). Teachers will also develop other practices that are specific to their discipline or role. In addition to these program tenets, faculty and K-12 school partners have refocused the teacher education curriculum on providing candidates opportunities to develop their fluency in 19 high-leverage or “core” teaching practices that have been found to support K-12 student achievement. These core practices cut across the areas of planning, instruction, assessment, classroom management, promoting democratic participation, professional reflection, and collaborating with families, colleagues and communities. Mastering these practices at a level that makes pre-service teachers ready to begin their careers requires that teachers can implement them in ways that are responsive to the multiple kinds of diversity that exist in classrooms. Such diversity includes race, culture, ethnicity, religion, gender, sexual orientation, physical ability, language(s) spoken, and socio-economic status. We also prepare teachers to work with students with special learning needs, including those with individual educational plans and gifted students. The core practices are: PLAN 1. Identify appropriate student learning objectives 2. Design and sequence research-based pedagogical activities that include strategies, activities and approaches that are responsive to cultural, linguistic, ability and other student differences. 3. Plan to make content explicit through explanation, modeling, multiple representations, and examples 4. Plan learning opportunities that teach content through inquiry. IMPLEMENT 5. Implement and adjust learning activities in pursuit of worthwhile objectives and in response to students 6. Elicit and interpret individual student thinking. 7. Establish norms and routines for classroom discourse central to the discipline 8. Use knowledge of students as individuals and members of cultural and social groups to inform instruction. ASSESS 9. Select and use equitable assessment methods to check understanding and respond in ways that support student learning 10. Provide oral and written feedback on student work. ANALYZE 11. Reflect on instruction and student progress, including questions of ethics, equity, and next areas for professional growth. ESTABLISH A POSITIVE AND SAFE LEARNING ENVIRONMENT 12. Establish and reinforce consistent routines and positively stated behavioral expectations 13. Promote cognitive, emotional and social engagement PROMOTE DEMOCRATIC PARTICIPATION & COMMUNITY 14. Facilitate a whole-class discussion 15. Facilitate smaller group collaboration 16. Invite students to engage in socially meaningful action. COLLABORATE AND COMMUNICATE WITH FAMILIES, COLLEAGUES and COMMUNITY 17. Collaborate with a parent or guardian 18. Collaborate with other professionals, including advocacy for self & students 19. Establish and maintain respectful relationships with larger communities to support students’ learning and well-being.

## Supporting Files

No files have been provided.



You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

George Michna, Ph.D.

TITLE:

Director of Assessment, Accountability, Accreditation

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Ann Traynor, Ed.D.

TITLE:

Interim Assistant Dean