CT

University of Connecticut
Traditional Report AY 2020-21
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

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CITY

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

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

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

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))**

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

Note: This section is preloaded from the prior year's IPRC.

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	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	(●) Yes ( ) No
Background check	( ) Yes (●) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	( ) Yes (●) No	( ) Yes (●) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No
Recommendation(s)	( ) Yes (●) No	( ) Yes (●) No

Element	Admission	Completion
Essay or personal statement	(●) Yes ( ) No	( ) Yes (●) No
Interview	(●) Yes ( ) No	( ) Yes (●) No
Other Specify:	( ) Yes ( ) No	( ) Yes ( ) 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

Note: This section is preloaded from the prior year's IPRC.

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	(●) Yes ( ) No	(●) Yes ( ) No
Fingerprint check	( ) Yes (●) No	(●) Yes ( ) No
Background check	( ) Yes (●) No	(●) Yes ( ) No
Minimum number of courses/credits/semester hours completed	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in content area coursework	(●) Yes ( ) No	(●) Yes ( ) No
Minimum GPA in professional education coursework	( ) Yes (●) No	(●) Yes ( ) No
Minimum ACT score	( ) Yes (●) No	( ) Yes (●) No
Minimum SAT score	( ) Yes (●) No	( ) Yes (●) No
Minimum basic skills test score	( ) Yes (●) No	( ) Yes (●) No
Subject area/academic content test or other subject matter verification	( ) Yes (●) No	(●) Yes ( ) No

Element	Admission	Completion
Recommendation(s)	○ Yes ● No	○ Yes ● No
Essay or personal statement	● Yes ○ No	○ Yes ● No
Interview	● Yes ○ No	○ Yes ● No
Other Specify:	○ Yes ○ No	○ Yes ○ 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

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:

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2020-21. (§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	127
Number of clock hours required for student teaching	440

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	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	23
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	63
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	435
Number of students in supervised clinical experience during this academic year	486

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 (Note: only Music Education Juniors had Fall placements in 2020-2021 due to district restrictions and the availability of placements) Minimum of 44 hours IBM /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: 20 hours Candidates in the Teacher Certification Program for College Graduates (TCPCG) have clinical experiences during each of their four semesters in the program. During Summer Sessions students engage in a minimum of 20 hours of clinical experience in content area classrooms. 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.

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

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

2020-21 Total	
Total Number of Individuals Enrolled	608
Subset of Program Completers	182

Gender	Total Enrolled	Subset of Program Completers
Male	166	46
Female	442	136
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	37	10
Black or African American	18	2
Hispanic/Latino of any race	80	16
Native Hawaiian or Other Pacific Islander	0	0
White	438	144

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	28	9
No Race/Ethnicity Reported	7	1

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21**

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	43
13.1202	Teacher Education - Elementary Education	41

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	2
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	26
13.1306	Teacher Education - Foreign Language	11
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	11
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	3
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- (●) Yes
- ( ) No

☐ **No teachers prepared in academic year 2020-21**

If this provider 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	11
13.1202	Teacher Education - Elementary Education	41
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	1
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	17
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	14
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	
01	Agriculture	4
03	Natural Resources and Conservation	2
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	3

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	1
16	Foreign Languages, Literatures, and Linguistics	7
19	Family and Consumer Sciences/Human Sciences	4
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	19
24	Liberal Arts/Humanities	3
25	Library Science	1
26	Biological and Biomedical Sciences	6
27	Mathematics and Statistics	13
30	Multi/Interdisciplinary Studies	1
38	Philosophy and Religious Studies	
40	Physical Sciences	4
41	Science Technologies/Technicians	
42	Psychology	7
44	Public Administration and Social Service Professions	
45	Social Sciences	9
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	12
51	Health Professions and Related Clinical Sciences	9
52	Business/Management/Marketing	
54	History	14

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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 for program growth and development 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 IB/M partner districts establish priorities and identify a focused set of potential internship opportunities designed to support these goals. Our IB/M students select their fifth-year internships from the districts' proposals. TCPCG students co-construct a problem of practice with their host teacher for the internship. The problem of practice is aligned with a classroom, department, school, or district goal. Both the TCPCG and IB/M 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. Internship proposals in the IB/M Master's year may be student, faculty or district-generated. The TCPCG students also complete clinical experiences in diverse settings. Across four semesters of coursework, all TCPCG students have 3 unique clinical placements spanning urban and suburban districts. 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, the IB/M program has established partnerships in 12 school districts. These districts represent suburban, urban, rural, and magnet school options that offer our students the opportunity to partake in diverse clinical experiences during their three years in the IB/M program. The TCPCG program also expanded our partnerships and refined them to focus on providing a range of consistent and diverse clinical experiences our students can take part in during their time in the TCPCG program.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Enroll 15 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 use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas. AMTEC is a state-level math teacher educator association that engaged its membership in the Get the Facts Out campaign. https://getthefactsout.org One product was a flyer with various, tested, messages and information (e.g., average salary; average price of a house) in the region which was distributed to a large number of alums from the past 4 years, with the request that they share it with others and their students.

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. Another strategy is the development of Early College Experience (ECE) courses. Led by our Dean, three ECE courses have been developed and implemented in schools across CT. This offering will grow in years to come. One course, "If you love it, Teach It", lets student explore teaching as a profession AND receive UConn college credit.

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

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. Community College Setting: • Attend Community College Transfer Student Fair • 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 (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? 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 (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

Enroll 15 new students in mathematics education.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 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 use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching, and financial aid available in some of the areas. 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. 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 use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas. 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 • 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. A number of these presentations were made during the Spring 2022 semester. • 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). As a result of these efforts during 2 science teaching majors have accepted an offer of admissions for Fall 2022, so some initial promise of this approach is emerging. 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 (2021-22)

7. Is your program preparing teachers in science in 2021-22? 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 (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Enroll 20 new students in Science Education

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 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 continuing 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 use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas. •We continue to partner with LEARN to grow the special education certification pathway at Avery Point campus. •We piloted a paid residency option for internship semester where TCPCG students were hired as full-time employees by districts allowing greater access to financial supports and full immersion into the field of special education. •Special Education faculty are implementing and revising 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, Weisman Scholarship, 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. •Two full-time special education faculty both instruct and advise students in the TCPCG students and provide continuity and consistency between the IB/M and TCPCG special education programs. •We started a new special education program for TCPCG students in the Southwestern part of CT, at the Stamford Regional Campus. This cohort begins in Summer 2022.

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 (2021-22)

7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

8. Describe your goal.

Enroll 35 new students in Special Education

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- (●) **Yes**
- ( ) **No**

10. Describe your goal.

Enroll 35 new students in special education

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ( ) Yes
- (•) No

8. Describe your goal.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ( ) Yes
- (•) No

10. Describe your goal.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

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 RTI'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	3			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	11	169	11	100
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
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	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, 2019-20	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	8			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2018-19	1			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	25	189	25	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	41	190	41	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
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	25	182	24	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	41	181	40	98
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
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	25	178	22	88
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	41	179	39	95
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	34	180	32	94

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, 2018-19	37	178	37	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	24	176	22	92
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	41	172	39	95
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
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	14	175	11	79
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	25	181	24	96
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
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	49	257	42	86
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	81	260	75	93
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	75	256	64	85
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2018-19	71	262	68	96
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			

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			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	170	9	75
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	16	173	16	100
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
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	7			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	12	172	12	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
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ACT1013 -OPI MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT1018 -OPI SPANISH 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 (%)
ACT3003 -OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	2			
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			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	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			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	15	176	14	93
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	39	177	38	97
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
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	25	171	22	88
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	12	170	12	100

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, 2019-20	14	176	12	86
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2018-19	20	177	19	95
ACT2002 -WPT CHINESE-MANDARIN American Council on the Teaching of Foreign Langua All program completers, 2020-21	3			
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, 2020-21	2			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2020-21	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			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

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 RTI'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	173	162	94
All program completers, 2019-20	162	142	88
All program completers, 2018-19	178	171	96

SECTION IV: LOW-PERFORMING

Low-Performing

THIS PAGE INCLUDES:

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

Note: This section is preloaded from the prior year's IPRC.

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:

- [x] **State**
- [ ] **CAEP**
- [ ] **AAQEP**
- [x] **Other specify:**

NCATE

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

- ( ) **Yes**
- (●) **No**

SECTION V: USE OF TECHNOLOGY

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

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 providing information on the wise integration of current and emerging learning technologies 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 within a teaching and learning framework. Additionally, the module on Evidence-based Decision Making and Technology is 1 of 4 weekly modules as part of the 1-credit component required for future teachers in the undergraduate program. This 1-week module delivered as part of a 1-credit Master's year course, requires each student to produce a single evidence-based artifact associated with a target lesson plan. The artifact is a technology-based exit quiz associated with a target lesson used to reflect on the value of technology in evidence-based decision making.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

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. 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.

   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.**

   Integrated Bachelor's/Master's (IB/M): 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 and seminar 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 cultural and 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, Reading and Literacy in the Content Areas, Methods of Instruction and Evaluation, Subject Specific Methods, and Multicultural Education. In all these classes, students incorporate various sheltered English instruction techniques 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 programs). 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 proficiency). 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 individualize 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 IEPs, 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 IEPs, 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 proficiency). 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 IEPs. 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.

Integrated Bachelor's/Master's (IB/M): 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. There are opportunities in undergraduate and MA year courses for students to focus on special topics, including meeting the needs of English learners. in their independent inquiry. 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): In addition to the 3 credit diversity course, 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 questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

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

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

TITLE:

Director of Assessment

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:

Dorothea Anagnostopoulos

TITLE:

Associate Dean of Academic Affairs