

# IX.A.

## Connecticut State Board of Education Hartford

**To Be Proposed:  
February 1, 2023**

**Resolved**, That the State Board of Education, pursuant to Section 10-145d-9(g)(1)(A) of the Regulations of Connecticut State Agencies, grants full continuing approval to Central Connecticut State University (CCSU) for the period February 1, 2023, through March 31, 2030, until CCSU's 2029 CAEP site visit, for the purpose of certifying graduates from CCSU in the following areas and directs the Commissioner to take the necessary action.

<b>Program</b>	<b>Grade Level</b>	<b>Program Level</b>	<b>Program Type</b>
Art Education	PK-12	Initial	Undergraduate/Graduate
Comprehensive Special Education	K-12	Initial	Graduate
Elementary Education	K-6 <sup>1</sup>	Initial	Undergraduate/Graduate
English	7-12	Initial	Undergraduate/Graduate
History/Social Studies	7-12	Initial	Undergraduate/Graduate
Mathematics	7-12	Initial	Undergraduate/Graduate
Music Education	PK-12	Initial	Undergraduate/Graduate
Physical Education	PK-12	Initial	Undergraduate/Graduate
Science:			
Biology	7-12	Initial	Undergraduate/Graduate
Chemistry	7-12	Initial	Undergraduate/Graduate
Earth Science	7-12	Initial	Undergraduate/Graduate
General Science	7-12	Initial	Undergraduate/Graduate
Physics	7-12	Initial	Undergraduate/Graduate
Technology Education	PK-12	Initial	Undergraduate/Graduate
TESOL	PK-12	Initial	Graduate
World Languages:			
French	7-12	Initial	Undergraduate/Graduate
German	7-12	Initial	Undergraduate/Graduate
Italian	7-12	Initial	Undergraduate/Graduate
Spanish	7-12	Initial	Undergraduate/Graduate

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<sup>1</sup>Pursuant to section 10-145d (f) of the Connecticut General Statutes, on or after July 1, 2017, an endorsement for elementary education will be issued for Grades 1-6 only to in-state graduates

Intermediate Administration/Supervision	PK-12	Advanced	Graduate
Reading/Language Arts Consultant	PK-12	Advanced	Graduate
Remedial Reading/Language Arts	1-12	Advanced	Graduate
School Counselor	PK-12 <sup>2</sup>	Advanced	Graduate
Superintendent of Schools	PK-12	Advanced	Graduate

Approved by a vote of \_\_\_\_\_ this first day of February, Two Thousand Twenty-Three.

Signed: \_\_\_\_\_  
Charlene M. Russell-Tucker, Secretary  
State Board of Education

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<sup>2</sup> Accredited by Council for the Accreditation of Counseling and Related Educational Programs

**Connecticut State Board of Education  
Hartford**

**TO:** State Board of Education

**FROM:** Charlene M. Russell-Tucker, Commissioner of Education

**DATE :** February 1, 2023

**SUBJECT:** Continuing Educator Preparation Provider Program Approval: Central Connecticut State University

**Executive Summary**

**Introduction**

Per Connecticut legislation (Special Act No. 16-22) and State Board of Education (SBE) policy, all Connecticut educator preparation providers (EPPs) must become a Council for the Accreditation of Educator Preparation (CAEP) partner and become nationally accredited through CAEP. Additionally, per the SBE as of October 2021, Connecticut uses accreditation decisions based on CAEP accreditation visits to determine state continuing approval status for Connecticut EPPs. During spring 2022, Central Connecticut State University (CCSU) hosted its first CAEP visit to determine continuing national accreditation and state program approval. This report provides a summary of accreditation findings and the CAEP accreditation decision for CCSU based on the spring 2022 visit.

**History/Background**

Located in New Britain, Connecticut, CCSU is a comprehensive, public university dedicated to learning in the liberal arts and sciences and is one of the four Connecticut State College and University System (CSCU) institutions. CCSU has an annual enrollment of approximately 9,400 (7,600 undergraduate students and 1,800 graduate students), with 394 full-time faculty and 416 part-time faculty. Consisting of four schools – Liberal Arts and Social Sciences, Business, Education and Professional Studies, and Engineering, Science and Technology. CCSU offers undergraduate and graduate programs at the post-baccalaureate, masters, and sixth-year levels. Additionally, CCSU offers a Doctor of Education (Ed.D.) degree in Educational Leadership.

The CCSU School of Education and Professional Studies is organized into eight academic departments: Counselor Education and Family Therapy; Curriculum and Instruction; Educational Leadership and Instructional Technology; Literacy, Elementary, and Early Childhood Education; Nursing; Physical Education and Human Performance; Social Work; and Special Education and Interventions. Programs leading to initial certification include: art, elementary education, English, history/social studies, mathematics, music education, physical education, science (biology, chemistry, earth science, general science, and physics), special education, technology, Teaching English to Speakers of Other Languages (TESOL), and world languages (French, German, Italian, Spanish). Advanced programs are offered in educational administration and supervision, instructional technology, reading education, and school counseling.

Central Connecticut State University, previously nationally accredited through the now retired National Council for Accreditation of Teacher Education (NCATE), hosted its first CAEP accreditation visit during spring 2022. The Connecticut State Department of Education (CSDE)

received the CAEP Action Report pertaining to the spring 2022 accreditation visit on November 19, 2022. As indicated in the report, [Action Report](#) CAEP has granted CCSU accreditation for initial and advanced programs for seven years, in alignment with the CAEP accreditation visit cycle. Seven areas for improvement (AFIs) were identified for initial programs and four areas for improvement (AFIs) were identified for advanced programs. AFIs indicate areas which must be improved by the time of the next CAEP accreditation visit, with progress reporting relative to remediation of AFIs included as part of the annual reports that EPPs are required to submit to CAEP. Accreditation for seven years is granted if the EPP meets all CAEP Standards and components, even if AFIs are identified in the CAEP Action Report based on the accreditation visit. The chart below shows the AFIs identified for Central Connecticut State University.

Initial Programs:	Areas for Improvement	Rationale
STANDARD 1: Content and Pedagogical Knowledge	Outcome assessments based on specialty area standards to demonstrate central concepts of content areas were not provided for all programs. (component R1.2)	Not all programs using the CAEP evidence review of Standard 1 for program review had consistent processes to demonstrate candidate outcome data aligned to program standards
STANDARD R2: Clinical Partnerships and Practice	The EPP provided limited evidence that its partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation and share responsibility for continuous improvement of candidate preparation. (component R2.1)	Evidence submitted did not provide proof of a formal, systematic process in place that documents the regular review of current programmatic data that includes analyses across programs, includes stakeholders in the review, and then involves stakeholders in making changes for continuous improvement in candidate preparation.
	The EPP-created survey/assessments did not meet CAEP sufficiency criteria as defined by the CAEP Criteria for Evaluation of EPP-Created Surveys and the CAEP Criteria for Evaluation of EPP-Created Assessments. (component R2.2)	The transition plan submitted for future evaluation of all EPP-created surveys and assessments was not allowed for component R2.2.
STANDARD 3: Candidate Recruitment, Progression and Support	The EPP provided limited evidence of a recruitment plan to recruit and support high quality candidates from a broad range of backgrounds. (component R3.1)	The EPP provided a recruitment plan for EPP recruitment efforts and recruitment activities; however, it was not clear how the EPP will be measuring efforts and yields

STANDARD R4: Program Impact	The EPP provided limited data that employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families. (component R4.2)	The EPP did not have three cycles of data to demonstrate that employers are satisfied with their completer's preparation but did provide one cycle of data.
	The EPP provided limited data on how it demonstrates program completers perception of their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective. (component R4.3)	The EPP did not have three cycles of data to demonstrate that completers are satisfied with their preparation but did provide one cycle of data.
STANDARD 5: Quality Assurance System and Continuous Improvement	The EPP provided limited evidence that it regularly, systematically and continuously assesses performance against its goals and relevant standards. (component R5.4)	The EPP provided limited evidence of how it supports continuous improvement through EPP procedures that gather, input, analyze, interpret and use information from the QAS effectively. The EPP provided limited documentation of changes to represent the effectiveness of continuous improvement efforts.
Advanced Programs:	Areas for Improvement	Rationale
STANDARD A1: Content and Pedagogical Knowledge	The assessments used to provide evidence for A1.1 did not meet sufficiency levels from the CAEP Evaluation Framework with respect to validity and reliability. (component A1.1)	The EPP provided a description of the process, but did not provide evidence and analysis of the process being complete. The EPP provided a rich description but did not translate this into components of a CAEP sufficient plan.
STANDARD A2: Clinical Partnerships and Practice	The EPP provided an insufficient plan for partners co- constructing mutually beneficial P-12 school and community arrangements. (component A2.1)	The EPP's phase-in plan lacked specificity in addressing partner participation and establishing mutually agreeable expectations for advanced program candidate entry, preparation, and exit.
STANDARD A.3: Candidate Quality, Recruitment, And Selectivity	The EPP recruitment phase-in plan did not meet criteria of CAEP sufficient plan. (component A3.1)	The EPP provided a phase-in plan for implementation including steps for recording recruitment results (including yield), to monitor and use this data in planning and modification of recruitment strategies. The phase-in plan provided by the EPP did not specify annual monitoring of characteristics related to academic ability, diversity, and employment needs to move the EPP's candidate pool toward the collective diversity found across America's diverse P-12 classrooms.

STANDARD A.5: Program Impact	The EPP provided limited evidence that advanced program completer outcome measures are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making. (component A5.4)	The EPP provided limited evidence of how it supports continuous improvement through EPP procedures that gather, input, analyze, interpret and use information from the QAS effectively. The EPP provided limited documentation of changes to represent the effectiveness of continuous improvement efforts
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Once CAEP Action Reports are received, the CSDE Review Committee (Attachment A) meets to review the report and makes a recommendation to the Commissioner of Education relative to continuing approval of preparation programs based upon Connecticut educator preparation program approval regulations (Attachment B). On December 9, 2022, the CSDE Review Committee reviewed the CAEP action report and recommended full continuing approval for the period of February 1, 2023, through March 31, 2030, with annual progress monitoring regarding remediation of Areas for Improvement through the review of CAEP annual staff reports.

**Recommendation and Justification**

I am recommending full continuing approval for Central Connecticut State University’s educator preparation programs at the initial and advanced level for the period February 1, 2023, through March 31, 2030. Based on the CAEP seven year visit cycle, CCSU’s next CAEP accreditation visit is scheduled for spring 2029. The March 31, 2030, state approval deadline allows time for the CSDE to receive the final CAEP Action Report based on the spring 2029 visit and prepare a report for the SBE.

**Follow-up Activity**

If the SBE grants full approval for Central Connecticut State University’s educator preparation programs, the Talent Office will immediately communicate CCSU’s approval status with the university’s leadership. Additionally, the CSDE Review Committee will annually review the CAEP staff reports to monitor the remediation of CCSU’s Areas for Improvement.

Prepared by: Lauren Tafrate, EPP Program Approval Coordinator,  
Talent Office

Approved by: Shuana K. Tucker, Ph.D., Chief Talent Officer

**Connecticut State Department of Education  
Educator Preparation Program Approval Review Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Representation</b>	<b>Term Ending</b>
1. Megan Mackey	Central Connecticut State University <a href="mailto:mackey@ccsu.edu">mackey@ccsu.edu</a>	Higher Education	March 31, 2025
2. Tamika La Salle	University of Connecticut <a href="mailto:tamika.la_salle@uconn.edu">tamika.la_salle@uconn.edu</a>	Higher Education	June 30, 2023
3. Catherine O'Callaghan	Western Connecticut State University <a href="mailto:ocallaghanc@wcsu.edu">ocallaghanc@wcsu.edu</a>	Higher Education	June 30, 2023
4. Julie Sochacki	University of Hartford <a href="mailto:SOCHACKI@hartford.edu">SOCHACKI@hartford.edu</a>	Higher Education	June 30, 2023
5. Mel Horton	Sacred Heart University <a href="mailto:hortonm3@sacredheart.edu">hortonm3@sacredheart.edu</a>	Higher Education	March 31, 2025
6. Joseph Bonillo	Waterford Public Schools <a href="mailto:jbonillo@waterfordschools.org">jbonillo@waterfordschools.org</a>	K-12	June 30, 2023
7. Thomas Danehy	Area Cooperative Educational Services <a href="mailto:TDanehy@aces.org">TDanehy@aces.org</a>	K-12	June 30, 2023
8. Sinthia Sone-Moyano	Manchester Public Schools <a href="mailto:sinthias@mpspride.org">sinthias@mpspride.org</a> 860-647-3451	K-12	June 30, 2023
9. Kevin Walston	Danbury Public Schools <a href="mailto:walstk@danbury.k12.us">walstk@danbury.k12.us</a> 203.595.1404 (cell)	K-12	June 30, 2023
10. Paul Whyte	New Haven Public Schools <a href="mailto:PAUL.WHYTE@new-haven.k12.ct.us">PAUL.WHYTE@new-haven.k12.ct.us</a>	K-12	June 30, 2023
11. Camille Cooper	Yale Child Study Center <a href="mailto:Camille.cooper@yale.edu">Camille.cooper@yale.edu</a>	Community	March 31, 2025
12. Shannon Marimón	Connecticut Council for Education Reform <a href="mailto:shannon.marimon@readyct.org">shannon.marimon@readyct.org</a>	Community	March 31, 2025

**Regulations of Connecticut State Agencies for Educator Preparation Program Approval  
Section 10-145d-9(g)**

**Board action**

After reviewing the recommendation of the Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

**(1) For programs requesting continuing approval:**

- (A) Grant full program approval for five years, or for a period of time to bring the program into alignment with the five year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

**(2) For new programs in institutions which have current approved programs:**

- (A) Grant full program approval for a period of time to bring the new program into the five year approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.



- (C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

**(3) For new programs starting in institutions without other approved programs:**

- (A) Grant program approval for two years. The institution shall submit to the Review Committee, after two semester of operation a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.
- (B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board may require an on-site visit in addition to this report.
- (D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully met. The Board shall require an on-site visit in addition to this report.
- (E) Deny approval.