

VI. A.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO BE PROPOSED:

September 2, 2015

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 the University of Connecticut (UCONN) educator preparation programs for the period September 30, 2015, through September 30, 2020, with a progress report due in spring 2017 that addresses requirements described by the National Council for Accreditation of Teacher Education (NCATE) standard 2, for the purpose of certifying graduates from UCONN in the following areas:

Program	Grade Level	Program Level	Program Type
Agriculture	PK-12	Initial	Undergraduate/Graduate
Elementary Education	K-6*	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
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
Special Education	K-12	Initial	Undergraduate/Graduate
World Languages:			
French	7-12	Initial	Undergraduate/Graduate
Italian	7-12	Initial	Undergraduate/Graduate
Latin	7-12	Initial	Undergraduate/Graduate
Spanish	7-12	Initial	Undergraduate/Graduate
German	7-12	Initial	Undergraduate/Graduate
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	Advanced	Graduate
School Psychology	PK - 12	Advanced	Graduate
Speech/Language Pathology	PK - 12	Advanced	Graduate
Superintendent of Schools	PK - 12	Advanced	Graduate

*Pursuant to Public Act 12-63, amended by Public Act 13-122 (Section 11), on or after July 1, 2017, an endorsement for elementary education will be issued for Grades 1-6 only to in-state graduates.

and directs the Commissioner to take the necessary action.

Approved by a vote of _____ this second day of September, Two Thousand Fifteen.

Signed: _____
 Dianna R. Wentzell, Secretary
 State Board of Education

CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: September 2, 2015

SUBJECT: Continuing Approval of the University of Connecticut Educator Preparation Programs

Executive Summary

Introduction

Connecticut statutes require State Board of Education (SBE) approval of all educator preparation programs leading to Connecticut educator certification. Once approved, programs are required to seek continuing approval every five years based on an on-site visiting team process conducted by the Connecticut State Department of Education (CSDE). Visiting teams consist of Connecticut educators trained in the CSDE visit process.

Although not required by Connecticut, programs may also voluntarily seek national accreditation through the National Council for Accreditation of Teacher Education (NCATE), in addition to continuing program approval through the SBE. If a program is seeking both continuing state program approval and NCATE accreditation, the visit is a joint visit, conducted by NCATE and the CSDE in accordance with the NCATE/Connecticut State Partnership Agreement, with the visiting team consisting of both national and state team members.

Both state program approval and NCATE accreditation require that programs meet the six performance-based NCATE standards (Attachment A), along with Connecticut certification and educator preparation regulations.

The University of Connecticut (UConn), a NCATE partnership institution since 1954, hosted its mandated, NCATE/Connecticut partnership visit in fall 2014. This report presents a summary of visiting team findings based on the visit, including the Commissioner of Education's recommendation regarding continuing state program approval for UConn educator preparation programs.

History/Background

Founded in 1881, UConn was designated a land grant institution by the state legislature in 1893 and became a sea grant institution in 1988. UConn consists of 14 schools and colleges, offering eight undergraduate degrees in more than 102 majors, 17 graduate degrees in 75 fields

of study, and six graduate-level professional programs in law, medicine, dental medicine, and pharmacy. In addition to the flagship campus in Storrs, Connecticut, programs are offered at five regional campuses. UCONN has grown into a nationally ranked university with more than 22,595 undergraduate students, 7,879 graduate and professional students, 1,969 full-time faculty members, 6,474 full-time staff members, and 217,000 alumni.

The UCONN Neag School of Education (NSOE) manages and coordinates all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where programs are administratively housed. The Integrated Bachelor's and Master's Program (IB/M), offering programs in elementary education, special education, music education, agriculture, and secondary education (English, mathematics, science, social studies and world languages) and the Teacher Certification Program for College Graduates (TCPCG), offering programs in special education, agriculture and secondary education (English, mathematics, science, social studies, and world languages), both provide initial certification at the master's level. UCONN also offers advanced preparation programs leading to certification in the areas of educational leadership and administration, remedial reading and language arts, school counseling, school psychology, and speech and language pathology, and non-certification programs for advanced preparation in the areas of educational technology, educational psychology, curriculum and instruction, and kinesiology. The NSOE consists of 85 faculty members, and reported fall 2014 enrollments of 1,043 candidates across all programs (243 undergraduate students; 840 graduate students).

The current mandated NCATE/Connecticut visit was conducted April 12-14, 2015, in accordance with the NCATE/Connecticut Partnership visit protocol. The visiting team determined that UCONN is meeting the six NCATE standards, with Areas for Improvement (AFIs) identified for standard 2:

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Visiting Team Decision: Met

No AFIs identified.

Standard 2: Assessment System and Unit Evaluation
Visiting Team Decision: Met

(1) AFI: Information technologies are not used in all programs (Special Education, School Psychology, and Executive Leadership) to support the systematic collection, aggregation, and analysis of data at the program and unit levels.

Rationale for AFI: The initial Special Education, School Psychology, and Executive Leadership Programs collect and analyze data from most of their key assessments via the paper and pencil method.

(2) AFI: The unit does not follow a regular and systematic schedule for conducting employer and graduate follow-up surveys.

Rationale for AFI: Graduate follow-up surveys were conducted in 2008, 2012, and 2014, a two- to four-year cycle. Employer follow-up surveys were conducted in 2008 and 2011, but were not conducted in 2014.

Standard 3: Field Experiences and Clinical Practice
Visiting Team Decision: Met

No AFIs identified.

Standard 4: Diversity
Visiting Team Decision: Met

No AFIs identified.

Standard 5: Faculty Qualifications, Performance, and Development
Visiting Team Decision: Met

No AFIs identified.

Standard 6: Unit Governance and Resources
Visiting Team Decision: Met

No AFIs identified.

Once visits are completed, the CSDE Review Committee (Attachment B) meets to review visiting team findings and make recommendations to the Commissioner of Education relative to continuing approval of preparation programs based upon Connecticut educator preparation program approval regulations (Attachment C). During the June 26, 2015, Review Committee meeting, UCONN presented work that had been completed by the program since the fall 2014 visit to address AFIs identified under standard 2, including a specific timeline for continuous improvement plans. Based upon visiting team findings and the work presented, the committee recommended full continuing approval for UCONN preparation programs for the period September 30, 2015, through September 30, 2020, with a progress report due in spring 2017 that addresses requirements described by NCATE standard 2.

Recommendation and Justification

Based upon visiting team findings and the recommendation of the CSDE Program Review Committee, I recommend that UCONN educator preparation programs be granted full continuing approval for the period September 30, 2015, through September 30, 2020, with a progress report due in spring 2017 that addresses requirements described by NCATE standard 2.

Follow-up Activity

If granted full continuing approval by the SBE for a five-year period, UCONN will host its next NCATE/Connecticut visit during fall 2019.

Prepared by: _____
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Bureau of Educator Effectiveness and Professional Learning

Reviewed by: _____
Shannon Marimón, Division Director
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Approved by: _____
Sarah J. Barzee, Ph.D., Chief Talent Officer
Talent Office

Attachment A

National Council for Accreditation of Teacher Education (NCATE) Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education

Standard 1 – Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

- Content Knowledge for Teacher Candidates
- Pedagogical Content Knowledge and Skills for Teacher Candidates
- Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- Student Learning for Teacher Candidates
- Knowledge and Skills for Other School Professionals
- Student Learning for Other School Professionals
- Professional Dispositions for All Candidates

Standard 2 – Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- Assessment System
- Data Collection, Analysis, and Evaluation
- Use of Data for Program Improvement

Standard 3 – Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

- Collaboration between Unit and School Partners
- Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Standard 4 – Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

- Design, Implementation, and Evaluation of Curriculum and Experiences
- Experiences Working with Diverse Faculty
- Experiences Working with Diverse Candidates
- Experiences Working with Diverse Students in P-12 Schools

Standard 5 – Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- Qualified Faculty
- Modeling Best Professional Practices in Teaching
- Modeling Best Professional Practices in Scholarship
- Modeling Best Professional Practices in Service Collaboration
- Unit Evaluation of Professional Education Faculty Performance
- Unit Facilitation of Professional Development

Standard 6 – Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- Unit Leadership and Authority
- Unit Budget
- Personnel
- Unit Facilities
- Unit Resources Including Technology

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
Educator Preparation Program Approval Review Committee, 2013-2016**

HIGHER EDUCATION REPRESENTATION	K-12 REPRESENTATION	COMMUNITY REPRESENTATION	CSDE/OHE REPRESENTATION (non-voting members)
Dr. Helen Abadiano Chair, Reading and Language Arts Department School of Education and Professional Studies Central Connecticut State University 9/2013-9/2016	Joseph Bonillo Educator, History/Social Studies Clark Lane Middle School Waterford Public Schools 9/2013-9/2016		
Dr. Maureen Fitzpatrick Assistant Professor, Educational Leadership Isabelle Farrington College of Education Sacred Heart State University 9/2013-9/2016	Kenneth DiPietro Superintendent Plainfield Public Schools 9/2013-9/2016		
Dr. Hari Koirala Chair, Department of Education School of Education and Professional Studies Eastern Connecticut State University 9/2013-9/2016	Dr. David Erwin Superintendent Berlin Public Schools 9/2013-9/2016		
Dr. Patricia Mulcahy-Ernt Director, Graduate Programs, Literacy/English Education Director, Center for Excellence in Learning and Teaching University of Bridgeport 9/2013-9/2016	Dr. Erin McGurk Director, Education Services Ellington Public Schools 9/2013-9/2016		
Dr. Nancy Niemi Chair, Department of Education University of New Haven 9/2013-9/2016	Dr. Salvatore Menzo Superintendent Wallingford Public Schools 9/2013-9/2016		

**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.