



University of Connecticut
Traditional Report AY 2017-18
Connecticut



REPORT COMPLETE

STATUS: **CERTIFIED**

Institution Information

ADDRESS

CITY

STATE



ZIP

SALUTATION



FIRST NAME

LAST NAME

PHONE

EMAIL

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Agriculture PK-12 (TCPCG)	No	
Biology 7-12 (IBM)	No	
Biology 7-12 (TCPCG)	No	
Chemistry 7-12 (IBM)	No	
Chemistry 7-12 (TCPCG)	No	
Earth Science 7-12 (IBM)	No	
Earth Science 7-12 (TCPCG)	No	
Elementary Education (IBM)	No	
English 7-12 (IBM)	No	
English 7-12 (TCPCG)	No	
General Science 7-12 (IBM)	No	
General Science 7-12 (TCPCG)	No	
History/Social Studies 7-12 (IBM)	No	
History/Social Studies 7-12 (TCPCG)	No	
Mathematics 7-12 (IBM)	No	

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Mathematics 7-12 (TCPCG)	No	
Music PK-12 (IBM)	No	
Physics 7-12 (IBM)	No	
Physics 7-12 (TCPCG)	No	
Special Education K-12 (IBM)	No	
Special Education K-12 (TCPCG)	No	
World Language (IBM)	No	
World Language (TCPCG)	No	
Total number of teacher preparation programs: 23		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

THIS PAGE INCLUDES:

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other



If Other, please specify:

Junior Year for the IB/M program; Post Graduate for the TCPCG program

2. Does your initial teacher certification program conditionally admit students?

- ☐ Yes
- ☒ No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://teachered.education.uconn.edu

4. Please provide any additional information about or exceptions to the admissions information provided above:

The University offers two initial teacher preparation programs. The Integrated Bachelor's and Master's Program (IB/M) admits candidates in their undergraduate junior year. Candidates complete their program requirements in the fifth years and graduate with a master's degree. The Teacher Certification Program for College Graduates (TCPCG) admits candidates with an undergraduate degree in a subject field. Candidates complete the program with a Master's degree. The University recommends candidates for state certification only after they have completed all program requirements (in either program) and have passed all state licensing tests.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.51

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.76

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

3.29

4. 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

5. What was the median GPA of individuals completing the program in academic year 2017-18?

4

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	117.9
Average number of clock hours required for student teaching	452.5
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	9
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	54
Number of students in supervised clinical experience during this academic year	497

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

Clinic experiences – working in classrooms and schools with children and in collaboration with skilled certified teachers – is a central activity in the IB/M and TCPCG programs. Over the course of IB/M the program, students complete the equivalent of six semesters, an average of 1,122 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. Clinic 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/Core structure that runs throughout the program is to provide the students 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.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	419
Unduplicated number of males enrolled in 2017-18	105
Unduplicated number of females enrolled in 2017-18	314

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	36
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	0
Asian	22
Black or African American	11
Native Hawaiian or Other Pacific Islander	1
White	297
Two or more races	14

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.

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2017-18. 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\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐

 No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	42
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	41
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	3
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	25
13.1306	Teacher Education - Foreign Language	
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	22
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	3
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	25
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	12
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	4
13.1330	Teacher Education - Spanish	4

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	3
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	20
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	41
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	43
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
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	17
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	12
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	4
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	3
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	3
42	Psychology	7
45.01	Social Sciences	2
45.02	Anthropology	1
45.06	Economics	1
45.07	Geography and Cartography	
45.10	Political Science and Government	5
45.11	Sociology	3
50	Visual and Performing Arts	13
54	History	21
16	Foreign Languages	7
19	Family and Consumer Sciences/Human Sciences	3
23	English Language/Literature	30
38	Philosophy and Religious Studies	1
01	Agriculture	4
09	Communication or Journalism	4
14	Engineering	3

CIP Code	Academic Major	Number Prepared
26	Biology	9
27	Mathematics and Statistics	12
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	1
40.06	Geological and Earth Sciences/Geosciences	3
40.08	Physics	4
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: Allied Health / Speech, Language & Hearing Science	6

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	199
2016-17	199
2015-16	187

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

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 to state credential 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\(a\)\(1\)\(A\)\(ii\). \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

23

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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.

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:

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

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

20

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

20

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

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

25

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☐ Yes
☒ No
☐ Not applicable

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 (TCPG) • 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:

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

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

25

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?



Yes



No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

25

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

Annual Goals - Special Education

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?



Yes



No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

25

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?



Yes



No



Not applicable

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

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. The LEAD (Leadership, Equity and Diversity) Program in the Neag School of Education is a new initiative that links two years of pre-requisite and general education coursework with three years of professional education resulting in two degrees: a Bachelor's in Education and a Master's Degree in Curriculum and Instruction or Educational Psychology. Students are connected to UConn's Neag School of Education during their first two years of study

through courses, seminars, research opportunities, and mentorship, all aimed at supporting the achievement of curricular and career goals. The purpose of this program is to nurture a diverse group of highly motivated students who are interested in working in areas of teaching shortages in the State of Connecticut, including Comprehensive Special Education. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We 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. Partnered with LEARN to create special education certification pathway at Avery Point campus. Advisors, Neag Communication staff and Special Education faculty are developing new Special Education recruitment flyer and recruitment video. 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.

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:

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

30

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

30

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

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ Yes
- ☐ No
- ☐ Not applicable

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:

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

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

Academic year 2019-20

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

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

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

Assurances

Please certify that your institution is in compliance with the following assurances. [\(§205\(a\)\(1\)\(A\)\(iii\), §206\(b\)\)](#) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

Based on evidence-based research, we found that we needed to address classroom management and working with ELL students. For the former, we developed and implemented a required course on classroom management that incorporates Response to Intervention (RTI) and POsitive Behavior Interventions and Supports (PBIS). For the latter, methods faculty have modified curriculum to incorporate strategies working with ELL students. 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. 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. Finally, we have formed new partnerships within our district professional development centers called Collaborative Inquiry Schools where university and school faculty work with explicitly with teacher candidates and each other to improve the quality of teaching among pre- and in-service teachers.

Assessment Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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	18	169	18	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	12	173	12	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	15	172	15	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	17	172	17	100
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	3			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2015-16	13	171	13	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2015-16	12	189	12	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	4			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2015-16	14	173	14	100
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	30	195	29	97
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2017-18	40	188	40	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2016-17	39	192	39	100
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	17	189	16	94
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	23	189	22	96
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	31	181	31	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2017-18	40	182	40	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2016-17	39	182	39	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2015-16	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5032 -ELEM ED MULTI SUBJ READING LANG ARTS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	23	190	23	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	30	177	27	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2017-18	40	178	40	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2016-17	39	181	39	100
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2015-16	13	176	13	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	23	185	23	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	30	173	27	90
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2017-18	40	173	40	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2016-17	39	178	39	100
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2015-16	12	174	12	100
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (DISC) Educational Testing Service (ETS) All program completers, 2015-16	23	182	23	100
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2017-18	2			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS5044 -ENG LANG LIT COMP CONTENT & ANALYSIS (DISC) Educational Testing Service (ETS) All program completers, 2015-16	5			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	20	179	20	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2017-18	22	180	22	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2016-17	24	184	24	100
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2015-16	21	182	20	95
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	33	265	33	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	80	262	78	98
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	78	267	78	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2015-16	69	267	69	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	3			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	170	10	83
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	21	170	21	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	20	172	20	100
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE (DISC) Educational Testing Service (ETS) All program completers, 2015-16	15	168	15	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	10	167	9	90
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2017-18	12	175	12	100
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2016-17	6			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	5			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	4			
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	2			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	5			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	3			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	4			
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	2			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	31	179	31	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	32	180	32	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2015-16	30	176	30	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	3			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2017-18	41	176	41	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2016-17	41	180	41	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16	24	183	24	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	18	174	16	89
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2017-18	25	175	25	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2016-17	22	174	21	95
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16	23	173	23	100
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	1			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	4			
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	3			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	6			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	5			

Summary Pass Rates

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

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	191	188	98
All program completers, 2016-17	187	179	96
All program completers, 2015-16	180	175	97

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☒ NCATE
- ☐ TEAC
- ☒ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

The Neag School of Education recognizes the critical role that technology plays in the development of human knowledge and advancement; it is committed to provide up-to-date technology to its candidates. Candidates are expected to apply appropriate technology in their teaching, learning, and professional activities. At the initiation of their respective teacher preparation program, candidates are required to arrive with specific multimedia applications available to them (e.g., laptop with MS Office, Taskstream). With program faculty facilitating candidate skill development and understanding, these technologies are utilized across the teacher preparation sequence in activities such as project web design, electronic portfolio, and clinical experiences (which include student teaching) while incorporating the principles of universal design. Candidates take an instructional technology course in which they learn to employ both widely adopted and emergent instructional technology.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No

b. participate as a member of individualized education program teams

- ☒ Yes
- ☐ No

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates take a course designed to embrace instruction for students with exceptionalities (which includes individualized education teams and plans). Additionally, all candidates take a course on classroom management that includes strategies and approaches successful for students with different learning abilities. Instruction in the methods classes also deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition, the candidates are required to take a course on teaching English language learners. The faculty initiated a professional network to enhance their own knowledge and research on working with students with limited English proficiencies. As a result of this, faculty has integrated the teaching of SIOP strategies into methods courses and included a focus on language objectives in candidates' lesson planning.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

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.

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Program Tenets Our teacher education programs are built upon a foundation of program tenets that reflect state-of-the-art practice in teacher education. • Tenet 1: A broad liberal arts background with a specific subject area major is part of each pre-professional student's university program. • Tenet 2: A common core of pedagogical knowledge is required of all education majors, regardless of their area of specialization. • Tenet 3: Subject and grade-level specific pedagogical knowledge is tailored to the certification area toward which students are working. • Tenet 4: Teaching competence is built across six semesters of progressively challenging clinical experiences. • Tenet 5: Every student participates in at least one clinic placement in an urban setting, one clinic placement in a special education setting, and one K-12 clinic experience. • 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. 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. 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 that they are particularly 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. In this document, you will also find a graphic that suggests how we have grouped these practices in our own thinking; while double arrows suggest links we find particularly important, these practices link to each other in more ways than we can easily represent. 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. 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.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **419**.

Number of program completers from Section I: Program Information, Program Completers is **199**.

For a total enrollment of **618**.

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:

Joseph W. Madaus, Ph.D.

TITLE:

Associate Dean for Academic Affairs

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:

George Michna, Ph.D.

TITLE:

Director of Assessment, Accountability, and Accreditation

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	435	419	-3.68%
Male Enrollment	111	105	-5.41%
Female Enrollment	324	314	-3.09%
Hispanic/Latino Enrollment	34	36	5.88%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	23	22	-4.35%
Black or African American Enrollment	12	11	-8.33%
Native Hawaiian or Other Pacific Islander Enrollment	2	1	-50.00%

Item	Last Year	This Year	Change
White Enrollment	281	297	5.69%
Two or more races Enrollment	6	14	133.33%
Average number of clock hours required prior to student teaching	114.7	117.9	2.79%
Average number of clock hours required for student teaching	455	452.5	-0.55%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	9	9	0.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	54	54	0.00%
Number of students in supervised clinical experience during this academic year	519	497	-4.24%
Total completers for current academic year	199	199	0.00%
Total completers for prior academic year	187	199	6.42%
Total completers for second prior academic year	181	187	3.31%