February 4, 2010

Dr. Elsa Nunez, President
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226

Dear Dr. Nunez:

The State Board of Education approved the following resolution at its meeting on February 3, 2010:

RESOLVED, That the State Board of Education, pursuant to Section 10-145d-9(g)(1)(A) of the Regulations of Connecticut State Agencies, grants continuing program approval for the period September 30, 2010, through September 30, 2015, for the purpose of certifying graduates from Eastern Connecticut State University in the following areas:

<table>
<thead>
<tr>
<th>Program</th>
<th>Grade Level</th>
<th>Program Level</th>
<th>Program Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>N - 3</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>K - 6</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>English</td>
<td>7 - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>History &amp; Social Studies</td>
<td>7 - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7 - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>Biology</td>
<td>7 - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
<tr>
<td>Earth Science</td>
<td>7 - 12</td>
<td>initial</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>PK - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
</tbody>
</table>

and directs the Commissioner to take the necessary action.

Should you have any questions, please contact Katie Moirs at (860) 713-6733.

Sincerely,

Mark K. McQuillan
Commissioner of Education

MKM:kmh

cc: ✓ Dr. Jamie Gomez, Interim Dean, School of Education and Professional Studies
    Marion H. Martinez, Ed.D., Associate Commissioner,
    Division of Teaching, Learning and Instructional Leadership

Box 2219 • Hartford, Connecticut 06145
An Equal Opportunity Employer
CONNECTICUT STATE BOARD OF EDUCATION
Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

DATE: February 3, 2010

SUBJECT: Continuing Educator Preparation Program Approval: Eastern Connecticut State University

Introduction

During October 3 - 10, 2009, the Connecticut State Department of Education (CSDE) in conjunction with the National Council for Accreditation of Teacher Education (NCATE) conducted an on-site, continuing approval accreditation visit at Eastern Connecticut State University (ECSU) in Willimantic, Connecticut, for the following educator preparation programs leading to initial certification:

<table>
<thead>
<tr>
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<th>Program Type</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Physical Education</td>
<td>PK - 12</td>
<td>initial</td>
<td>undergraduate/graduate</td>
</tr>
</tbody>
</table>

The visit was conducted in accordance with CSDE/NCATE partnership accreditation visit procedures for educator preparation programs seeking continuing national accreditation approval in addition to continuing state approval. The visiting team consisted of three NCATE-appointed national representatives, two Connecticut representatives, and the CSDE educator preparation program approval coordinator (Attachment A).

For this accreditation visit, ECSU was required to prepare an Institutional Report describing the institution’s compliance with NCATE standards (Attachment B), and state regulatory and statutory requirements governing educator preparation programs. Additionally, ECSU was required to complete individual program or Specialized Professional Association (SPA) Reports for all content areas for which the institution was seeking continuing accreditation documenting ECSU’s compliance with content-specific national standards for educator preparation. During the on-site visit, ECSU needed to provide evidence from multiple sources that would verify for the visiting team the contents of the Institutional Report and the SPA Reports. On-site visit activities included: ECSU faculty presentations; ECSU faculty and administrator interviews; candidate presentations and interviews; school-based personnel (e.g., cooperating teachers) interviews; and an exhibit room materials review, including candidate performance data and work samples.
This report presents a summary of visiting team findings and the Commissioner of Education’s recommendation regarding continuing program approval for ECSU educator preparation programs based on CSDE Review Committee conclusions and recommendations. The CSDE Review Committee is a 12-member, decision-making body that makes recommendations to the Commissioner of Education relative to new and continuing approval of Connecticut educator preparation programs (Attachment C). The committee—composed of five representatives from Connecticut institutions of higher education, five Grade K-12 educators from Connecticut public school systems and two representatives from the community—is charged with the task of reviewing accreditation visit findings in order to make recommendations to the Commissioner regarding approval status (Appendix D).

**Historical Context/Background**

Eastern Connecticut State University (ECSU), one of four institutions forming the Connecticut State University System, is a publicly supported residential campus located in Willimantic, a small town in rural eastern Connecticut. Originally established as the Willimantic State Normal School in 1889, its focus has grown to include a variety of programming in the arts and sciences.

ECSU serves officially as the state’s only public “Liberal Arts College.” Academic programming at the associate and baccalaureate levels includes an array of majors in the arts and sciences as well as various professional programming including teacher education, business, and social work across three divisions—the School of Arts and Sciences, School of Education and Professional Studies, and the School of Continuing Education. In addition, the institution offers graduate level programming in education and business through the School of Education and Professional Studies. In fall 2008, 5,427 students were enrolled in the institution’s programs, including 4,189 full-time students and 1,238 part-time students, with approximately six percent of the enrollment being graduate students.

The education unit at ECSU is composed of two departments within the School of Education and Professional Studies—the Education Department and the Health and Physical Education Department. The Health and Physical Education Department offers a baccalaureate program leading to initial licensure in physical education. The Education Department offers baccalaureate and master’s level programs leading to initial licensure in Early Childhood Education (ECE), Elementary Education (ELE), and Secondary Education (SEC) in the areas of biology, English, environmental earth science, history/social studies and mathematics. In addition, programs for advanced candidates are offered by the Education Department in ECE, ELE, SEC, Educational Technology, Reading Language Arts and Science Education. In fall 2008, 478 candidates were enrolled in the unit’s programs, including 261 undergraduate candidates in initial programs, 93 graduate candidates in initial programs, and 124 graduate candidates in non-certification, advanced programs. The unit has 26 full-time professional education faculty members, including 24 permanent hires and two temporary hires. Additionally, 21 clinical and 13 adjunct faculty members are included in the unit. For a more detailed description of Eastern Connecticut State University and its educator preparation programs, please go to the ECSU website at [www.ecsu.edu](http://www.ecsu.edu).

ECSU’s last NCATE/State partnership, joint accreditation visit was conducted September 20-24, 2003. Although all NCATE standards were deemed as being “Met” by the visiting team during this on-site visit, some areas for improvement were identified for Standards 1 – Candidate Knowledge, Skills and Dispositions and Standards 2 – Assessment System and Unit Evaluation.
Specifically, in preparation for the 2009 accreditation visit, ECSU needed to continue to develop and refine to the point of full implementation, an assessment system for collecting, analyzing, and using candidate data for program evaluation purposes, including the measurement of candidate dispositions.

**Recommendation/Justification**

I recommend that the Eastern Connecticut State University initial level educator preparation programs be granted continuing approval for the period September 30, 2010, through September 30, 2015. This recommendation is based upon visiting team findings from a 2009 NCATE/State partnership accreditation visit and the unanimous recommendation of the CSDE Program Review Committee.

The accreditation protocol for NCATE/State accreditation visits provides two final ratings for the six NCATE standards: “Met” or “Not Met.” Final ratings of “Met” or “Not Met” are determined by the visiting team through the application of rubrics that have been developed by NCATE to evaluate each of the six NCATE standards. Each rubric describes three levels of performance for each of the six standards according to “Unacceptable,” “Acceptable” and “Target” levels of performance. Please see the NCATE website for the complete set of rubrics (www.ncate.org).

The visiting team determined that ECSU educator preparation programs are meeting requirements of the six NCATE standards, with some “Areas for Improvement” identified by the team (Appendix E). A summary of visiting team findings for each of the six NCATE standards by each standard element is presented below. NCATE standard element ratings of “Unacceptable,” “Acceptable” or “Target” are also included:

**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.

1a. **Content Knowledge for Teacher Candidates:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

1b. **Pedagogical Content Knowledge and Skills for Teacher Candidates:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

1c. **Professional and Pedagogical Knowledge and Skills for Teacher Candidates:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

1d. **Student Learning for Teacher Candidates:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable
1e. **Knowledge and Skills for Other School Professional:** N/A

1f. **Student Learning for Other School Professional:** N/A

1g. **Professional Dispositions for All Candidates:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

**Recommendation:** MET  
**Strengths:** NONE  
**Areas for Improvement and Rationales:**

- Corrected Areas for Improvement (from last visit – September 20-24, 2003):

1. Scoring guides for assessing candidates’ content knowledge and professional knowledge and skills are not clearly aligned with the unit’s conceptual framework.

**Rationale for Correction:** Artifacts presented confirm that scoring guides/rubrics for course assignments and exit/capstone portfolios are now aligned with the unit’s conceptual framework.

- Continued Areas for Improvement (from last visit – September 20-24, 2003): NONE  
- New Areas for Improvement (based on current visit – October 3-10, 2009):

1. The unit does not have a formal monitoring process to assess the dispositions of advanced candidates as they assesses their progress through their programs (advanced programs).

**Rationale for Area for Improvement:** Although the unit responds to problems with candidate dispositions as they arise, there is no consistently implemented system for monitoring dispositions, nor a systematic process for responding to concerns.

**Standard 2: Assessment System and Unit Evaluation**

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

2a. **Assessment System:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

2b. **Data Collection, Analysis, and Evaluation:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

2c. **Use of Data for Program Improvement:**
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable
Recommendation: MET
Strengths: NONE
Areas for Improvement and Rationales:

• Corrected Areas for Improvement (from last visit – September 20-24, 2003):

  1. Although an assessment system is in place, the assessment system plan has not been fully implemented (advanced programs).

  Rationale for Correction: While the assessment system at the advanced level is not as robust as the process at the initial level, the unit has a system and is collecting and analyzing candidate and program data.

  2. The unit lacks assessment instruments to collect candidate assessment data.

  Rationale for Correction: The unit has developed instruments to collect candidate data at appropriate transition points in the program.

  3. The unit does not summarize and analyze data for program improvement.

  Rationale for Correction: The unit routinely summarizes and analyzes data for program improvement and has created the position of research and assessment coordinator to facilitate this work.

• Continued Areas for Improvement (from last visit – September 20-24, 2003): NONE
• New Areas for Improvement (based on current visit – October 3-10, 2009): NONE

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.

3a. Collaboration between Unit and School Partners:
• Initial Teacher Preparation – Acceptable
• Non-Certification, Advanced Level Programs – Acceptable

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice:
• Initial Teacher Preparation – Acceptable
• Non-Certification, Advanced Level Programs – Acceptable

3c. Candidates' Development and Demonstration of Knowledge, Skills and Professional Dispositions to Help All Students Learn:
• Initial Teacher Preparation – Acceptable
• Non-Certification, Advanced Level Programs – Acceptable
Recommendation: MET
Strengths: NONE

Areas for Improvement and Rationales:

- Corrected Areas for Improvement (from last visit – September 20-24, 2003): NONE
- Continued Areas for Improvement (from last visit – September 20-24, 2003): NONE
- New Areas for Improvement (based on current visit – October 3-10, 2009): NONE

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.

4a. Design, Implementation, and Evaluation of Curriculum and Experiences:
   - Initial Teacher Preparation – Target
   - Non-Certification, Advanced Level Programs – Target

4b. Experiences Working with Diverse Faculty:
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

4c. Experiences Working with Diverse Candidates:
   - Initial Teacher Preparation – Acceptable
   - Non-Certification, Advanced Level Programs – Acceptable

4d. Experiences Working with Diverse Students in P-12 Schools:
   - Initial Teacher Preparation – Target
   - Non-Certification, Advanced Level Programs – Acceptable

Recommendation: MET
Strengths:

The University and unit have shown a strong commitment to infusing diversity into the curriculum and field experiences. This commitment serves as the basis of the institutional mission and is infused in the elements of the unit’s conceptual framework. Faculty teaching reflects a constructivist approach and faculty members continuously model best practice in meeting the needs of all learners. Candidates have varied opportunities to explore diversity that are not limited by the institution’s location. Technology use has been promoted and infused throughout coursework and has opened doors of opportunity and communication to facilitate interactions with different populations.
Areas for Improvement and Rationales:

- Corrected Areas for Improvement (from last visit – September 20-24, 2003): NONE
- Continued Areas for Improvement (from last visit – September 20-24, 2003): NONE
- New Areas for Improvement (based on current visit – October 3-10, 2009): NONE

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.

5a. Qualified Faculty:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

5b. Modeling Best Professional Practices in Teaching:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

5c. Modeling Best Professional Practices in Scholarship:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

5d. Modeling Best Professional Practices in Service:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

5e. Unit Evaluation of Professional Education Faculty Performance:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

5f. Unit Facilitation of Professional Development:
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

Recommendation: MET
Strengths: NONE
Areas for Improvement and Rationales:

- Corrected Areas for Improvement (from last visit – September 20-24, 2003): NONE
- Continued Areas for Improvement (from last visit – September 20-24, 2003): NONE
- New Areas for Improvement (based on current visit – October 3-10, 2009):
1. A number of faculty members who are teaching core courses in the elementary education program and the secondary education English program do not have earned doctorates or documented exceptional expertise aligned with their teaching assignments (initial and advanced programs).

**Rationale for Area for Improvement:** Candidates in Elementary Education and Secondary Education (English) may not receive instruction in methods from faculty with significant experience or expertise in that specific field.

**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.

**6a. Unit Leadership and Authority:**
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

**6b. Unit Budget:**
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

**6c. Personnel:**
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

**6d. Unit Facilities:**
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

**6e. Unit Resources including Technology:**
- Initial Teacher Preparation – Acceptable
- Non-Certification, Advanced Level Programs – Acceptable

**Recommendation:** MET

**Strengths:** NONE

**Areas for Improvement and Rationales:**

- Corrected Areas for Improvement (from last visit - September 20-24, 2003): NONE
- Continued Areas for Improvement (from last visit - September 20-24, 2003): NONE
- New Areas for Improvement (based on current visit – October 3-10, 2009: NONE

Additionally, a review of candidate files during the on-site visit by CSDE certification analysts indicated that ECSU continues to meet Connecticut regulatory and statutory requirements governing educator preparation (Attachment F).
During the December 2009 Review Committee meeting, ECSU presented a rejoinder document addressing all “Areas for Improvement” described to the satisfaction of the Committee members. Therefore, the Review Committee recommended that ECSU be granted full continuing program approval.

Copies of the 2009 ECSU Institutional Report, the 2009 ECSU Board of Examiner (BOE)/Visiting Team Report, and the 2009 ECSU Rejoinder document are available through the Office of Board Matters.

**Follow-Up Activity**

If granted continuing approval by the Board of Education for a seven-year period from September 30, 2010, to September 30, 2015, ECSU will be scheduled for their next NCATE/State partnership accreditation visit during either fall 2014 or spring 2015.

Prepared by: ____________________________
Katie Moirs, Program Approval Coordinator
Educator Preparation Program
Bureau of Educator Standards and Certification

Reviewed by: ____________________________
Nancy L. Pugliese, Chief
Bureau of Educator Standards and Certification

Approved by: ____________________________
Marion H. Martinez, Ed.D., Associate Commissioner
Division of Teaching, Learning and Instructional Leadership

February 3, 2009
<table>
<thead>
<tr>
<th>National Team Members</th>
<th>CSDE Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Aileen C. Trainer</td>
<td>Dr. Erin McGurk</td>
</tr>
<tr>
<td>Towson University</td>
<td>Director of Educational Services</td>
</tr>
<tr>
<td>Towson, MD 21252</td>
<td>Ellington Public Schools</td>
</tr>
<tr>
<td></td>
<td>47 Main Street</td>
</tr>
<tr>
<td></td>
<td>Ellington, CT 06029</td>
</tr>
<tr>
<td>Dr. Regina H. Johnson</td>
<td>David Polochain</td>
</tr>
<tr>
<td>Early Intervention Instructor</td>
<td>English Language Arts Educator</td>
</tr>
<tr>
<td>148 Fairway Oaks Drive</td>
<td>Gideon Welles School</td>
</tr>
<tr>
<td>Brunswick, GA 3152</td>
<td>1029 Neipsic Road</td>
</tr>
<tr>
<td></td>
<td>Glastonbury, CT 06033</td>
</tr>
<tr>
<td>Dr. Dennis E. Potthoff</td>
<td></td>
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<tr>
<td>University of Nebraska At Kearney</td>
<td></td>
</tr>
<tr>
<td>Professor and Chair, Department of Teacher Education</td>
<td></td>
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<tr>
<td>Kearney, NE 68845</td>
<td></td>
</tr>
</tbody>
</table>
National Council for Accreditation of Teacher Education (NCATE)
Professional Standards for the Accreditation of Schools, Colleges and Departments of
Education

CONCEPTUAL FRAMEWORK(S)

The conceptual framework(s) establishes the shared vision for a unit’s efforts in preparing
educators to work effectively in P-12 schools. It provides direction for programs, courses,
teaching, candidate performance, scholarship, service and unit accountability. The conceptual
framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or
institutional mission, and continuously evaluated. The conceptual framework includes the
following aligned structural elements:

• vision and mission of the institution and unit;
• philosophy, purposes, goals/institutional standards of the unit;
• knowledge bases, including theories, research, the wisdom of practice, and educational
  policies that drive the work of the unit;
• candidate proficiencies related to expected knowledge, skills and professional
  dispositions, including proficiencies associated with diversity and technology, that are
  aligned with the expectations in professional, state and institutional standards; and
• a summarized description of the unit’s assessment system.

Standard 1 – Candidate Knowledge, Skills, and Dispositions
Candidates\(^1\) 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\(^2\) learn. Assessments indicate that candidates meet
professional, state, and institutional\(^3\) 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 the applicant qualifications,
the candidate and graduate performance, and unit operations to evaluate and improve the unit
and its programs.

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\(^1\) Candidates include persons preparing to teach, teachers who are continuing their professional development, and
persons preparing for other professional roles in schools such as principals, school psychologists and school
library media specialists.

\(^2\) “All students” includes students with exceptionalities and of different ethnic, racial, gender, language, religious,
socioeconomic and regional/geographic origins.

\(^3\) Institutional standards are reflected in the unit’s conceptual framework and include candidate proficiencies.
• 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
<table>
<thead>
<tr>
<th>HIGHER EDUCATION REPRESENTATION</th>
<th>K-12 REPRESENTATION</th>
<th>COMMUNITY REPRESENTATION</th>
<th>CSDE/DHE REPRESENTATION (non-voting members)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathy Butler, Chair</td>
<td>Ian Banner, Elementary Education</td>
<td>Kelly Houston, Consultant</td>
<td>Dr. Katie Moirs CSDE</td>
</tr>
<tr>
<td>Department of Education</td>
<td>North Stratfield Elementary School</td>
<td>Old Greenwich, CT</td>
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</tr>
<tr>
<td>Saint Joseph College</td>
<td>Fairfield Public Schools</td>
<td>(9/2008-9/2011)</td>
<td>A. Bates Lyons, President</td>
</tr>
<tr>
<td>West Hartford, CT</td>
<td>Fairfield, CT</td>
<td>A. Bates Lyons &amp; Associates</td>
<td>Nancy Pugliese CSDE</td>
</tr>
<tr>
<td>Dr. Jack Gillette, Director</td>
<td>Dr. Abie Quiñones-Benitez, Principal</td>
<td>Dr. Christine Thatcher DHE</td>
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<tr>
<td>Teacher Preparation and</td>
<td>Christopher Columbus Family Academy</td>
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<td>Education Studies</td>
<td>New Haven Public Schools</td>
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<td>Yale University</td>
<td>New Haven, CT</td>
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<tr>
<td>New Haven, CT</td>
<td>(9/2008-9/2011)</td>
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<tr>
<td>Dr. Ed Malin, Director</td>
<td>Dr. David Erwin, Superintendent</td>
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<td>Isabelle Farrington School of</td>
<td>Montville Public Schools</td>
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<td>Education</td>
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<tr>
<td>Dr. Yuhang Rong, Assistant</td>
<td>Janet Garaglano, Principal</td>
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<tr>
<td>Dean</td>
<td>Jonathan Law High School</td>
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<td>NEAG School of Education</td>
<td>Milford Public Schools</td>
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<td>University of Connecticut</td>
<td>Milford, CT</td>
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<tr>
<td>Dr. Mitchell Sakoff, Dean</td>
<td>Dr. Christina DeJesus Kishimoto</td>
<td></td>
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<tr>
<td>School of Education and</td>
<td>Assistant Superintendent of School Design</td>
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<tr>
<td>Professional Studies</td>
<td>Hartford Public Schools</td>
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<tr>
<td>Central Connecticut State</td>
<td>Hartford, CT</td>
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<tr>
<td>University</td>
<td>(9/2008-9/2011)</td>
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</tbody>
</table>

C-1
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.

D-1
(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.
### SUMMARY FOR PROFESSIONAL EDUCATION UNIT
#### NCATE 2000 Standards

**Institution:** Eastern Connecticut State University

**Programs:** Early Childhood Education (N – 3); Elementary Education (K – 6); English, History & Social Studies, Mathematics, Biology, Earth Science (7 – 12); Physical Education (PK – 12)

**Date of Review:** October 3-10, 2009

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<thead>
<tr>
<th>Standards</th>
<th>Team Findings</th>
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</thead>
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<tr>
<td></td>
<td>Initial</td>
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<tr>
<td>1 Candidate Knowledge, Skills and Dispositions</td>
<td>Met</td>
</tr>
<tr>
<td>2 Assessment System and Unit Evaluation</td>
<td>Met</td>
</tr>
<tr>
<td>3 Field Experiences and Clinical Practice</td>
<td>Met</td>
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<tr>
<td>4 Diversity</td>
<td>Met</td>
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<tr>
<td>5 Faculty Qualifications, Performance and Development</td>
<td>Met</td>
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<tr>
<td>6 Unit Governance and Resources</td>
<td>Met</td>
</tr>
<tr>
<td>CT Statutory Requirements</td>
<td>Met</td>
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</tbody>
</table>
**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Bureau of Educator Standards and Certification**

**EDUCATOR PREPARATION PROGRAM APPROVAL – CERTIFICATION BUREAU REPORT**

**INSTITUTION:** Eastern Connecticut State University  
**DATE OF VISIT:** October 5, 2009

<table>
<thead>
<tr>
<th>Met or Not Met</th>
<th>Regulatory or Statutory Citation</th>
<th>Explanation/Findings</th>
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<tbody>
<tr>
<td><strong>Initial Programs:</strong></td>
<td>Program Approval Regulatory Requirement</td>
<td><strong>MET</strong></td>
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</table>

10-145d-11(b)(1)  
Student admissions criteria include appropriate academic and non-academic standards that are stated and enforced. All students are admitted to the educator preparation program after taking no more than two courses in professional education. These standards shall include, but not be limited to:  
(1) passing Praxis I CBT or its equivalent as approved by the board, prior to admission to the educator preparation program;  
(2) achieving a cumulative grade point average of at least a B-minus average for all undergraduate courses; and,  
(3) if justified by unusual circumstances, a waiver for the (B) may be granted, provided that a statement of justification is added to the candidate’s records.

**Recommendations:**
- Copies of completed program of study advisement sheets should be included in candidate files. This was not found to be consistent. This is particularly important in graduate candidates in order to ensure that all regulatory and statutory requirements have been met.
- Copies of final transcript with all coursework and/or degrees posted should be included in completed certification file.
- Insure that official transcripts from other institutions are included in the file for any coursework and/or transfer credits.

| Initial Programs: | Program Approval Regulatory Requirement | **MET** |

10-145d-11(b)(2)  
2. The professional education unit shall:  
(A) demonstrate that students are knowledgeable about Connecticut standards including the code of Professional Responsibility for Teachers and the Code of Professional Responsibility for Administrators;  
(B) provide on-site access to education resource material in current use in public schools;  
(C) ensure that students demonstrate current Connecticut licensure competencies;  
(D) ensure that the responsibility for recommending candidates for certification centralized in an individual who shall attest, if

**Designated Certification Officer Leslie Ricklin.**
<table>
<thead>
<tr>
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<tr>
<td></td>
<td>appropriate, that the candidates have:</td>
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<td></td>
<td>(i) met admissions standards for the institution’s educator</td>
<td>MET</td>
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<td>preparation program; fulfilled the institution’s criteria to</td>
<td>HIS 120, 121, 310 or other appropriate US history course.</td>
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<td>student teach; successfully completed the planned program;</td>
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<td>have the qualities of character and personal fitness for</td>
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<td>teaching, and fulfilled the state’s certification and assessment</td>
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<td>requirements, Including Praxis I and Praxis II</td>
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<tr>
<td>Initial Programs:</td>
<td><strong>Statutory Requirement</strong></td>
<td></td>
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<tr>
<td>Advanced Programs:</td>
<td>C.G.S. Sec. 10-145d(a)(8)</td>
<td>MET</td>
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<tr>
<td>N/A</td>
<td>On and after July 1, 1993... each person be <strong>required complete</strong> a survey</td>
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<td>course in U.S. History of no less than three semester hours of credit.</td>
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<td>Initial Programs:</td>
<td><strong>Statutory Requirement</strong></td>
<td>MET</td>
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<tr>
<td>Advanced Programs:</td>
<td>C.G.S. Sec. 10-145d(a)(9)</td>
<td></td>
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<tr>
<td>N/A</td>
<td>On and after July 1, 2004 ... each person be <strong>required to complete</strong> a</td>
<td>Early Childhood UG Candidates: ECE 325, ECE 355</td>
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<tr>
<td></td>
<td>comprehensive reading instruction course comprised of not less than six</td>
<td>Elementary Childhood Graduate Candidates: ECE 503, ECE 507</td>
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<td></td>
<td>semester hours of credit.</td>
<td>Elementary UG Candidates: EDU 305, 306</td>
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<td></td>
<td></td>
<td>Elementary Graduate Candidates: RLA 513, and RLA 524, 526 or 227.</td>
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<tr>
<td>Initial Programs:</td>
<td><strong>Statutory Requirement</strong></td>
<td>MET</td>
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<tr>
<td>Advanced Programs:</td>
<td>C.G.S. Sec. 10-145b(e)</td>
<td></td>
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<tr>
<td>N/A</td>
<td>In order to obtain a ... provisional educator certificate or an initial</td>
<td>Early Childhood: UG ECE 305 Grad: ECE 505</td>
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<td>educator certificate, each person shall be <strong>required to complete</strong> a course</td>
<td>Elementary: UG EDU 200 Grad: EDU 582</td>
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<td>of study not fewer than thirty-six (36) hours, which shall include an</td>
<td>Secondary: UG EDU 200 Grad: EDU 544</td>
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<td>understanding of growth and development of exceptional children,</td>
<td>Physical Ed: UG EDU 200 Grad: N/A</td>
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<td>including handicapped and gifted and talented children and children who</td>
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<td>may require special education, and methods for identifying, planning for</td>
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<td>and working effectively with special needs children in a regular</td>
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<td>classroom.</td>
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<tr>
<td>Initial Programs:</td>
<td><strong>Statutory Requirement</strong></td>
<td>MET</td>
</tr>
<tr>
<td>Advanced Programs:</td>
<td>C.G.S. Sec. 10-145a (b)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Any candidate in a program of teacher preparation leading to professional</td>
<td>Early Childhood: UG ECE 215 Grad: EDU 555</td>
</tr>
<tr>
<td></td>
<td>certification shall be encouraged to complete an intergroup relations</td>
<td>Elementary: UG EDU 210 Grad: EDU 555</td>
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<td>component which shall be developed with the participation of both sexes,</td>
<td>Secondary: UG EDU 425 Grad: EDU 555</td>
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<td></td>
<td>and persons of various ethnic, cultural and economic backgrounds. Such</td>
<td>Phys. Ed. UG HPE 476 Grad: N/A</td>
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<td>intergroup relations program shall have the following objectives:</td>
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<td>(1) the imparting of an appreciation of the contributions to American</td>
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<td></td>
<td>civilization of various ethnic, cultural and economic groups comprising</td>
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<tr>
<td>Met or Not Met</td>
<td>Regulatory or Statutory Citation</td>
<td>Explanation/Findings</td>
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|               | American society and an understanding of the lifestyles of such groups; (2) the countering of biases, discrimination and prejudices; and (3) the assurance of respect for human diversity and personal rights. | MET  
All Undergraduate or Graduate programs: HPE 210, or HPE 201 |
| Initial Programs: | **Statutory Requirement**  
C.G.S. Sec. 10-145a(c) |  
Any candidate in a program of teacher preparation leading to professional certification shall be encouraged to complete a  
(1) health component of such a program, which includes, but need not be limited to, human growth and development, nutrition, first aid, disease prevention and community and consumer health; and  
(2) mental health component of such a program which includes, but need not be limited to, youth suicide, child abuse and alcohol and drug abuse. |
| Advanced Programs: | N/A | MET  
All programs: HPE 201 or HPE 210 |
| Initial Programs: | **Statutory Requirement**  
C.G.S. Sec. 10-145a (d) |  
Any candidate in a program of teacher preparation leading to professional certification...shall be encouraged to complete a school violence prevention and conflict resolution component. |
| Advanced Programs: | N/A | MET  
Early Childhood: UG ECE 415 Grad: ECE 510 or 512  
Elementary: UG EDU 360 Grad: EDU 553  
Secondary: UG EDU 360 Grad: EDU 553  
PE: UG HPE 335 Grad: N/A |
| Initial Programs: | **Statutory Requirement**  
C.G.S. Sec. 10-145a (e) |  
On and after July 1, 1998, any candidate in a program of teacher preparation leading to professional certification shall complete a computer and other information technology skills component of such program, as applied to student learning and classroom instruction, communications and data management. |
| Advanced Programs: | N/A | MET  
Early Childhood UG: ECE 325, 355 Grad: ECE 503,507  
Elementary UG: EDU 305, 306 Grad: RLA 513 & RLA 524, 526 or 227  
Secondary UG: EDU 410 Grad: RLA 516  
PE UG: HPE 363 Grad: N/A |
| Initial Programs: | **Statutory Requirement**  
C.G.S. Sec. 10-145a (f) |  
On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall be incorporated into requirements of student major and concentration. |
| Advanced Programs: | N/A | MET  
Early Childhood UG: ECE 325 Grad: ECE 503  
All other programs cover this in the student teaching seminar. |
| Initial Programs: | **Statutory Requirement**  
C.G.S. Sec. 10-145a (g) |  
On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include as part of the curriculum, instruction in the concepts of second language learning and second |
| Advanced Programs: | N/A | MET  
Early Childhood UG: ECE 325 Grad: ECE 503  
All other programs cover this in the student teaching seminar. |

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<table>
<thead>
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<tbody>
<tr>
<td>Programs:</td>
<td>language acquisition and processes that reflects current research and best practices in the field of second language learning and second language acquisition. Such instruction shall be incorporated into requirements of student major and concentration.</td>
<td>MET</td>
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<tr>
<td>N/A</td>
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<tr>
<td>Initial Programs:</td>
<td>Statutory Requirement C.G.S. 10-19 (a)</td>
<td>MET</td>
</tr>
<tr>
<td>MET</td>
<td>The knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine or tobacco and of drugs, as defined in subdivision (17) of section 21a-240, on health, character, citizenship and personality development shall be taught every academic year to pupils in all grades in the public schools; and, in teaching such subjects, textbooks and such other materials as are necessary shall be used. Institutions of higher education approved by the State Board of Education to train teachers shall give instruction on the subjects prescribed in this section and concerning the best methods of teaching the same.</td>
<td>All programs: HPE 201 or HPE 210</td>
</tr>
</tbody>
</table>