

Program Report for the Preparation of Elementary
School Teachers
Association for Childhood Education International
(ACEI)
2007 Standards - Option A

COVER SHEET

1. Institution Name

Eastern Connecticut State University

2. State

Connecticut

3. Date submitted

MM DD YYYY

09 / 29 / 2016

4. Report Preparer's Information:

Name of Preparer:

Ann Anderberg

Phone: Ext.

(860) 465-0109

E-mail:

anderberga@easternct.edu

5. CAEP Coordinator's Information:

Name:

Sudha Swaminathan

Phone: Ext.

(860) 465-4535

E-mail:

swaminathans@easternct.edu

6. Name of institution's program

Elementary Education with Certification

7. CAEP Category

Elementary or Childhood Education

8. Grade levels⁽¹⁾ for which candidates are being prepared

K-6

(1) e.g. K-6, K-3

9. Program Type
- Advanced Teaching
 - First Teaching License
 - Other School Personnel
 - Unspecified
10. Degree or award level
- Baccalaureate
 - Post Baccalaureate
 - Master's
 - Post Master's
 - Specialist or C.A.S.
 - Doctorate
 - Endorsement only
11. Is this program offered at more than one site?
- Yes
 - No
12. If your answer is "yes" to above question, list the sites at which the program is offered
-
13. Title of the state license for which candidates are prepared
- Elementary K-6
14. Program report status:
- Initial Review
 - Response to One of the Following Decisions: Further Development Required or Recognition with Probation
 - Response to National Recognition With Conditions
15. Is your Educator Preparation provider (EPP) seeking
- CAEP accreditation for the first time (initial accreditation)
 - Continuing CAEP accreditation
16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
 - No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards.

(Response limited to 4,000 characters)

Eastern Connecticut State University (Eastern) offers an undergraduate elementary education (ELE) program that meets all regulations and standards of the Connecticut State Department of Education (CSDE) for the certification of teachers, K-6 (CT-013). Several state policies and initiatives influence the way this certification program addresses ACEI standards:

1) CSDE standards for elementary certification are based on, and well aligned with, ACEI standards and key elements. All accredited teacher education programs in Connecticut must meet the standards of the National Council for Accreditation of Teacher Education (NCATE). Outcome assessments of the ELE program reflect these state, ACEI, and NCATE standards. The program is in the process of converting to CAEP standards.

2) Since July 1, 2009, Connecticut has required that ELE teacher candidates successfully complete a Connecticut Foundations of Reading Test (CFRT): Assessment 1 (State Licensure Exams).

3) Beginning in fall 2012 the Principles of Learning and Teaching K-6(5622) and Elementary Education: Multiple Subjects (5031) were the required PRAXIS II tests. As of January 2015 the Principle of Learning and Teaching PRAXIS II was dropped as a requirement for Assessment 1: (State Licensure Exams).

4) In October 2005, CSDE revised CALI (Connecticut Accountability for Learning Initiative) modules to work on school and district-wide improvements focused on closing the achievement gap. Several initiatives of CALI, including Effective Teaching Strategies, Differentiated Instruction, Scientific Research-based Intervention or SRBI (the Connecticut version of RTI) have been integrated within EDU 304 Learning and Teaching and EDU 465 Classroom Management and Assessment (co-listed with EDU 473 Student Teaching Practicum). Competencies related to these initiatives are assessed and included in Assessment 5 (Student Teaching Portfolio)

5) In 2010, CSDE revised the Common Core of Teaching (CCT), a framework outlining the teacher competencies. Additionally, CSDE developed Pre-service Competencies (PSC) outlining domains of knowledge that must be covered in all teacher preparation programs. Subsequently, all course syllabi and relevant assessments were revised to meet these requirements.

6) In 2011, The State of Connecticut revised the Beginning Teacher Induction Program into TEAM (Teacher Education and Mentoring). Eastern adapted its student teaching evaluation form to mirror CCT, PSC and TEAM expectations with a revised rubric and guidelines for Student Teacher Evaluation

(Assessment 4).

7) In the summer of 2016 the State of Connecticut lowered the passing scores of all for Praxis II Multiple Subjects Tests.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Eastern Connecticut State University Clinical Experiences, Practicum, & Student Teaching

The elementary undergraduate certification program has a carefully planned sequence of clinical experiences. The Office of Clinical Educational Experiences has relationships with numerous school districts and ensures placements in both urban and suburban/rural districts for all candidates. Placements are structured so that each candidate is in settings with diverse demographics and classrooms that include students with IEPs and 504s as well as students who may be identified as gifted and talented. Eastern systematically ensures our candidates have focused experiences in the primary and upper elementary grades prior to the intensive pre-student teaching and student teaching experiences. Successful completion of the two one-credit 45 hour clinical experiences (EDU 301 & EDU 401) is determined by a Connecticut certified host teacher and faculty evaluation reports. Candidates move on to a 3 credit 135 hours pre-student teaching experience with a TEAM trained teacher who holds Professional Connecticut Certification. The pre-student teaching and student teaching classroom evaluations are conducted by university supervisors and reviewed by the cooperating teacher, supervisor and student after each observed lesson. The feedback loop is closed by faculty support for the Student Teaching Portfolio (Assessment V) in EDU 465 the seminar that is a co-requisite with the student teaching practicum.

EDU 301 placements (45 hours 1 credit) are in primary grades. Candidates observe and interact with students including developing and teaching a mini-lesson, analyzing adaptations for students with special needs, work with individual and small groups of students, and assess children's reading and writing behaviors through the use of running records, interviews and writing conferences.

EDU 401 placements (45 hours 1 credit) in upper elementary classrooms where they create interdisciplinary units (Assessment III: Lesson Plan Portfolio) to be taught to a whole class. They also review curriculum materials being used, continue working with individual or small groups on reading and writing assignments, and complete a task on an assessment of student work. Lessons are observed and evaluated prior to continuing in student teaching.

EDU 450 pre-student teaching requires 135 hours of classroom experiences with introductory teaching duties, including planning, instructing, assessing,

and classroom management.

EDU 470 Student Teaching consists of 6-9 credits and is the culminating experience. It is assigned by the Coordinator of Educational Experiences, is full time and extends through an entire semester (12-14 weeks). Candidates are assigned to an elementary classroom in an urban, suburban, or rural school. All classroom teachers are certified in elementary education and TEAM trained. In addition, candidates register for an Elementary Student Teaching Seminar, EDU 465, during the same semester. This course addresses issues encountered by student teachers including: planning, instruction, assessment, and classroom management, the role of teachers as professionals, writing a resume and job search skills. Candidates also complete a performance task of effective teaching (Assessment V: Student Teaching Portfolio). During student teaching, each candidate is observed a minimum of 7 times and evaluated by a University Supervisor who has elementary education background experience (Assessments IV: Student Teaching Evaluation). We have developed rubrics to assess the clinical and student teaching experiences based on the CCT and TEAM. This model of clinical experiences and student teaching provides our candidates an extensive experience working in the elementary classrooms and allows them to make substantially positive impact on student learning.

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Elementary Education with Certification Advisement Sheet

See Attachment panel below.

4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

Elementary Undergraduate with Certification Clinical Experience Sequence

See Attachment panel below.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program: Elementary Education with Certification		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2013-2014	30	23
2014-2015	30	17
2015-2016	31	15

(2) CAEP uses the Title II definition for program completers. Program completers are persons who have 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.

6. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Anderberg, Ann
Highest Degree, Field, & University ⁽³⁾	Ph.D. in Curriculum and Instruction with a focus on Bilingual/Bicultural education from University of Connecticut
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-time faculty, Elementary Education; Associate Chair
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Anderberg, A., & Ruby, M. F. M. (2013). Preschool Bilingual Learners Receptive Vocabulary Development in School Readiness Programs. NABE Journal of Research and Practice, 4(1). Verplaetse, L., Ferraro, M., Anderberg, A (2012). Collaboration Cubed: Mainstream Teachers Become ESL Experts to School Systems. Volume 3, Issue 3 of TESOL Journal, Special Issue: Teacher Collaboration in TESOL, September 2012. DOI: 10.1002/tesj.29 Ruby, M. & Anderberg, A. (2012). Making and maintaining gains of teacher knowledge of early literacy by preschool paraprofessionals through strategic research-based professional development. Paper presented at American Education Research Association, Vancouver, BC. Co-author, co-principal investigator \$3.9 million Early Reading First grant (ECSU): Community Partners for Early Literacy 2008-2011. Co-author \$1.5 million OLEA grant: 2007-2011: Training for All Teachers (SCSU): Eastern Cohort Coordinator.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	10 years teaching bilingual education, TESOL and World Language, 3-12 in Connecticut. 10 years district level administration supervision (k-12) in Bilingual Education and system-wide grant development ARCTELL Development Faculty 2006-2007. Advanced Alternate Route Program for Bilingual and TESOL Teachers. Program

Faculty Member Name	Day, Jeanelle
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum & Instruction/Science Education, University of Alabama
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full time faculty; Chair
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Board Member & Webmaster - Council for Elementary Science International (CESI); Co-PI (2007-2010) Summer Academy for 21st Century Literacies: Integrating Science, Mathematics, Technology and Language Arts (Funding: '\$350,000); Goldston, M.J., Day, J., Dantzler, J., & Sundberg, C. (2010). Psychometric Analysis of a 5E Learning Cycle Lesson Plan Assessment Instrument. International Journal of Science Education, 8(4). DOI 10.1007/s10763-009-9178-7
Teaching or other	

professional experience in P-12 schools ⁽⁹⁾	3 years experience teaching 7-12 Chemistry, Physics, Physical Science Teacher in Alabama.
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Faculty Member Name	Koirala, Hari
Highest Degree, Field, & University ⁽³⁾	Ph.D. Curriculum & Instruction/Mathematics Education, University of British Columbia
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full time faculty: Math Educator, Educational Research, Culminating Seminar
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Koirala, H., Davis, M., & Johnson, P. (2012). Secondary teacher candidates mathematical knowledge for teaching as demonstrated in their portfolios. Proceedings of the 12th International Congress on Mathematical Education, Topic Study Group, No. TSG24-10 (pp. 4837-4844). Seoul, South Korea: ICME; Liu, X., & Koirala, H. (2012). Ordinal regression analysis: Using generalized ordinal logistic regression models to estimate educational data. Journal of Modern Applied Statistical Methods, 11(1), 242-254; Koirala, H. P. (2012). Learning mathematics through the U.S. Map: Lesson and activities. Real World Math: Articles, lesson plans, and activities for the middle grades [NCTM's web-based product]. Reston, VA: The National Council of Teachers of Mathematics. Available from http://www.nctm.org/publications/worlds/
Teaching or other professional experience in P-12 schools ⁽⁹⁾	7 years experience of teaching grades 7-12 Mathematics.

Faculty Member Name	Liu, Xing
Highest Degree, Field, & University ⁽³⁾	Ph.D. Educational Psychology/Measurement, Evaluation and Assessment - University of Connecticut
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-time faculty, Educational Research and Assessment
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Liu, X. (2016). Applied ordinal logistic regression using Stata: From single-level to multilevel modeling. Thousand Oaks, CA: Sage. Liu, X. (2014). Fitting stereotype logistic regression models for ordinal response variables in educational research. Journal of Modern Applied Statistical Methods, 13(2), 528-543. Liu, X., & Koirala, H. (2013). Fitting proportional odds models to educational data with complex sampling designs in ordinal logistic regression. Journal of Modern Applied Statistical Methods, 12(1), 235-248. Liu, X. & Koirala, H. (2012) Ordinal regression analysis: Using generalized ordinal logistic regression models to estimate educational data. Journal of Modern Applied Statistical Methods. 11(1), 242-254. Liu, X., O'Connell, A.A. & Koirala, H. (2011). Ordinal regression analysis: Predicting mathematics proficiency using the continuation ratio model. Journal of Modern Applied Statistical Models, 10(2), 513-527. O'Connell, A.A. & Liu, X. (2011). Model diagnostics for proportional and partial p
Teaching or other	

professional experience in P-12 schools ⁽⁹⁾	3 years of teaching English in both middle and high schools.
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Faculty Member Name	Moorehead, Tanya
Highest Degree, Field, & University ⁽³⁾	PhD in Exceptional Education from the University of Central Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-time faculty: Special Education
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Grillo, K. J., Moorehead, T., & Bedesem, P. (2011). Perspectives of novice high school co-teachers on co-planning, co-teaching and co-assessing. Florida Association of Teacher Educators Journal, 1(11), 31-43. Moorehead, T. & Grillo, K. L. (2013). Celebrating the reality of inclusive STEM education: co-teaching in science and mathematics. Teaching Exceptional Children, 45(4), 50-57. Moorehead, T. & Grillo, K. L. (2013, April). Celebrating the reality of inclusive STEM education: co-teaching in science and mathematics. Presentation at the Council for Exceptional Children, San Antonio, Texas.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	7 years teaching experience in grades 6-8 Special Education

Faculty Member Name	Richards, Susannah
Highest Degree, Field, & University ⁽³⁾	Ph.D. Educational Psychology, University of Connecticut, Storrs, CT
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Full-time faculty teaching courses in developmental reading, reading and language arts, reading in the content areas and children's and young adult literature
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	2013 John Newbery Medal Committee, American Library Association. Seattle, WA Richards, S. (2013 February). What's the reality? Using nonfiction books in the classroom. Keynote speaker, Minnesota Educators of the Gifted and Talented. Brainerd, MN. Richards, S. (2013, April). But Kids haven't heard of that! Teaching unconventional nonfiction. Symposia. International Reading Association. San Antonio, TX. Richards, S. (2012, November). What's the big idea? Using books to cultivate readers and thinkers. National Association for Gifted Children Annual Conference. Denver, CO.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	11 years teaching K-12 grade (classroom and gifted and talented) in K-12 private and public schools; teaching writing and literacy consultant, Cohasset Public Schools, 2011-2012

Faculty Member Name	Shifrin, Mary-Grace
Highest Degree, Field, & University ⁽³⁾	Bachelor of Science, Elementary and Special Education, Saint Joseph College; Master of Arts, Special Education, University of Connecticut; Sixth Year Diploma, Educational Leadership, University of Connecticut.

Assignment: Indicate the role of the faculty member (4)	Full-time Coordinator of Clinical Experiences
Faculty Rank ⁽⁵⁾	Coordinator for Educational and Clinical Experiences
Tenure Track	€ YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in the past 3 years ⁽⁸⁾	Presenter at the Connecticut Consortium for the Enhancement of Learning and Teaching, Manchester Community College; Presenter at Future Teachers Conference, Eastern Connecticut State University
Teaching or other professional experience in P-12 schools ⁽⁹⁾	8 years experience teaching elementary and secondary education; 9 years public school administration elementary and secondary levels; 13 years higher education

(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

(6) Scholarship is defined by CAEP as a systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)
Assessment #1: Licensure assessment, or other content-based assessment (required)	Connecticut Foundations of Reading Test (CFRT) Praxis II Multiple Subjects Tests	State Licensure Exam	CFRT after CORE II (early midpoint) PRAXIS II prior to student teaching (late midpoint)

Assessment #2: Assessment of content knowledge in elementary education (required)	Course Grade Analysis	Analysis of course grades and transcripts	Entry, midpoint, completion
Assessment #3: Assessment of candidate ability to plan instruction (required)	Undergraduate Unit Plan	Portfolio Rubric	Administered in the methods course, prior to student teaching
Assessment #4: Assessment of student teaching (required)	Student Teaching Evaluation	Evaluation Rubric	During Student Teaching (EDU 470)
Assessment #5: Assessment of candidate effect on student learning (required)	Student Teaching Portfolio	Portfolio Rubric	During Student Teaching In EDU 465 Management and Assessment in Elementary Education
Assessment #6: Additional assessment that addresses ACEI standards (required)	Quantitative Literacy Task	Evaluation Rubric	During Student Teaching In EDU 465 Management and Assessment in Elementary Education
Assessment #7: Additional assessment that addresses ACEI standards (optional)	Home/School Communication Plan	Evaluation Rubric	During Student Teaching In EDU 465 Management and Assessment in Elementary Education
Assessment #8: Additional assessment that addresses ACEI standards (optional)			

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments, scoring guides/rubrics and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score..

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:

- a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
 - b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
 - c. A brief analysis of the data findings;
 - d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
- and

(2) Assessment Documentation

- e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
- f. The scoring guide/rubric for the assessment; and
- g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides/rubrics may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

Assessment 1: State Licensure Tests

See Attachment panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

Assessment 2 Course Grade Analysis (2).docx

See Attachment panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL CONTENT KNOWLEDGE: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. Assessments that address Standards 2.1-2.4 are required. (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.)

Provide assessment information as outlined in the directions for Sections IV.

Assessment 3: Unit Lesson Plan

See Attachment panel below.

4. PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

Assessment 4: Student Teaching Evaluation

See Attachment panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, 3.1, and 4.0. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys .

Provide assessment information as outlined in the directions for Section IV.

Assessment 5: Student Teaching Portfolio

See Attachment panel below.

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 6: Quantitative Literacy Assignment

See Attachment panel below.

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

Assessment 7: Home/School Communication Pan

See Attachment panel below.

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

As is true at all levels of education, change based on assessment results is on-going and spiraling. On-going review of assessment data has resulted in several changes in the past and additional changes for the future.

1. Content knowledge

While the liberal arts mission of Eastern is well suited to certification of elementary educators, candidate requirements must be balanced with a liberal arts instructional approach and the ability to graduate within a reasonable period of time. Education department requirements impact the entire university. Being a small university, there is opportunity for ties to be forged with all departments to align content major courses with candidate content requirements. Relationships with social studies, mathematics and

science faculty are especially good examples of the success Eastern has in this area.

Over the past seven years additional content course work has been strategically added to the program. Beginning with the fall of 2009 changes were made to meet state expectations in all six general education areas rather than just five as well as an additional lab course in science. The increasing importance of literacy instruction, the need to better assess student capabilities in literacy skills, plus the July 1, 2009 implementation of the Connecticut Foundations of Reading Test (CFRT) led to the addition of EDU 417. Likewise the focus on mathematics led to an increase from 6 to 7 credits of required mathematics course and in the spring of 2017 an additional 3 credits will be required. Close consultation with the Mathematics Department has made this possible. Also strengthening the elementary certification program at Eastern is the addition of a new creative expressions course (EDU 222) introduced in 2013, which emphasizes the integration of arts, music, and movement in the teaching of elementary classrooms.

Analysis of grade point averages occurs throughout the program from entry to candidate completion. Candidates are expected to demonstrate their content competencies throughout the pedagogical process. In 2010 the minimum grade was raised to "C" in all of the liberal arts courses required for education. Specific science and social studies course prerequisites were reviewed in light of the new Praxis II content requirements (Multiple Subjects Tests) and State of Connecticut certification requirements to make sure that candidates were advised properly. In the summer of 2016 the Praxis II Multiple Subjects passing scores were reduced in Connecticut. All completers met the previous, higher standards and it is anticipated that future candidates will have the necessary support to meet the new requirements based on the changes already made. Thus, measurement of content knowledge for Eastern candidates is an on-going process.

University-wide, the faculty engaged in a re-evaluation of Elementary Education Certification completion requirements and required content background knowledge and successfully developed an interdisciplinary elementary major (Liberal Studies for Elementary Education candidates) which has been approved by the Connecticut State Department of Education, the university, and is now accepting students.

2. Professional and pedagogical knowledge, skill, and dispositions:

The close collaboration of the CORE faculty on assessment of candidate learning has resulted in key changes in the elementary program and reflect the importance of content focused pedagogy to successful teaching. The CORE team (social studies, mathematics, science and reading/language arts) analyzed and redesigned the lesson plan portfolio to provide both formative

and summative assessment devising a plan to address student content weaknesses by requiring additional courses/credits mentioned above based on the analysis of learning outcomes. Increasing the methods courses in mathematics, science and social studies from 2 to 3 credits each with required literacy components, separating the mathematics and science course into two 3-credit methods courses, and requiring 6 credits of reading/language arts demonstrates increased emphasis on content knowledge and content focused pedagogy.

Elementary teachers are expected to teach everything with the emphasis on four key disciplines - reading, mathematics, science and social studies. The Assessment 3: Unit Plan portfolio spirals Mathematics, Science, Language Arts, and Social Studies curricula across grades 4-6 as part of each methods course's assessment structure. The portfolio rubric has been refined with a common rubric for science, social studies and mathematics with key elements of the teaching and learning of reading/language arts woven through the lessons.

Collection and analysis of data for student teaching portfolio completed during the student teaching semester found that requiring students to produce literacy and numeracy units resulted in improved planning, instruction, and assessment scores. At the same time, the portfolio assessment was revised to more closely align with ACEI standards. For example, the rubric element "Teaching Strategies" now uses the specific language from ACEI 3.3 Development of critical thinking and problem solving: "Candidates use a variety of teaching strategies to encourage development of critical thinking and problem solving". The tenure-track faculty position in elementary education was filled and that faculty member is now teaching the revised EDU 465: Management and Assessment in Elementary Schools. The portfolio guidelines were reviewed once again in 2013-2014 based on changes in state induction requirements (TEAM) and candidate needs. In this instance the rubric did not change however the faculty has invested considerable effort in introducing the Common Cores State Standards as adopted by Connecticut and linking the TEAM induction expectations back to the foundational Connecticut Common Core of Teaching (CCCT) document. Also, EDU 465 now has a greater focus on classroom management and assessment to prepare for TEAM. A second tenure track faculty member is now also teaching EDU 465 and both professors were involved in the edTPA pilot in the spring of 2016.

Recognition of candidate need to analyze student work, develop instructional strategies to remediate or enhance student knowledge, and the success of the Secondary Task Analysis assessment led to development of a similar assessment task for the elementary candidates which was implemented in the fall of 2008. Most recently Assessment 6: Quantitative Literacy was added to insure that all candidates are able to use data to design instruction and communicate that data to a variety of audiences.

3. Student learning.

Ultimately the purpose for teacher education programs is to prepare educators who create effective teaching and learning environments. Several elements of the Elementary Assessment Plan address these issues.

Assessment 3: The Unit Plan, aligns the CORE II & III methods courses with the Field Experiences in EDU 401 and EDU 450. The convergence of the science, social studies and reading/language arts rubric assist candidates to identify best practices in establishing effective teaching and learning environments and draw correlations between theory and practice. The assessment spirals Mathematics, Science, Language Arts, and Social Studies curricula across grades 4-6, it is continually being developed and refined. This portfolio allows candidates to implement and test the correlations they have identified. Last but not least the Student Teaching Portfolio requires candidates to demonstrate their ability to pre-assess, analyze the data to plan instruction, and use post-assessment data on the unit including examples of student work and feedback from students with diverse abilities and skills.

Finally, a system of data collection, entry and analysis is undergoing implementation as this report is written. Full implementation of TK-20 began fall 2015. A University Assistant has been hired to manage the TK20 process. In anticipation of new state and CAEP requirements the program participated in a state sponsored pilot of edTPA in the spring of 2016.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur>

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at <http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur> (Response limited to 24,000 characters.)

Response to Conditions:

1. The program needs to have all state licensure test passed at an acceptable rate.

Assessment 1: State Licensure Tests

We present 3 years of data (2013-2014, 2014-2015 and 2015-2016) showing a 100% pass rate of completers on the Connecticut Foundations of Reading

Test (CFRT) and each of the subsections of The Elementary Multiple Subjects Praxis II tests (Reading Language Arts, Mathematics, Social Studies and Science).

2. Unmet standards need to be met

Standard 1.0 Development, Learning and Motivation

Met in the previous submission

Standard 2. Curriculum

2.1 Reading, Writing and Oral Language

Met in the previous submission

2.2 Science Assessment 1 is now presented with a 100% pass rate on the PRAXIS II Multiple Subjects Science Test.

Assessment 3: Unit Lesson Plan Science Task, is presented as well

2.3 Mathematics

Assessment 1 is now presented with a 100% pass rate on the PRAXIS II Multiple Subjects Mathematics Test. Assessment 2: Course Grades also presents data on two Mathematics content courses MAT 139P (4 credits) and MAT 140 (3 credits).

2.4 Social Studies

Assessment 1 is now presented with a 100% pass rate on the PRAXIS II Multiple Subjects Social Studies Test.

2.5 The arts

Assessment 2: Course Grades presents data on EDU 222 Creative Expressions, a course specifically designed to meet ACEI standard 2.5 The arts.

2.6 Health Education

Assessment 2: Course Grades presents data on HPE 201/201 courses required by the State of Connecticut for Elementary Educators to address candidates' awareness of concepts and subject matter. Assessment 3 Unit Plan: Science Addendum, includes a specific rubric element for candidates to plan a health content-based elementary lesson (the rubric is correctly aligned and data is presented on Elementary candidates only).

2.7 Physical Education

Assessment 2: Course Grades presents data on EDU 222 Creative Expressions, a course specifically designed to meet ACEI standard 2.7

3.1 Integrating and Applying Knowledge for Instruction

Assessment 3: Unit Plan is presented in support of this standard and is correctly labeled. Assessment 5: Student Teaching Portfolio is presented in support of this standard

3.2 Adaptation to diverse students

Met in the previous submission

3.3 Development of Critical Thinking

Standard 3.3 is supported by Assessment 3: Unit Plan, Assessment 4: Student Teaching Evaluation and Assessment 5: Student Teaching Portfolio

3.4 Active Engagement in Learning

Met in the previous submission

3.5 Communication to foster collaboration

Standard 3.5 is supported by elements in both Assessment 4: Student Teaching Rubric and Assessment 5: Student Teaching Portfolio

Standard 4.0 Assessment

Met in the previous submission

5.1 Professional growth, reflection, and evaluation

Standard 5.1 is supported by Assessment 4: Student Teaching and Assessment 5: Student Teaching Portfolio.

5.2 Collaboration with families, colleagues, and community agencies

Standard 5.2 is supported by Assessment 4: Student Teaching, Assessment 6: Quantitative Literacy Task and Assessment 7: Home/School

Communication Plan

C.1. Candidates knowledge of content.

Assessments 1 and 2 indicate strong candidate content knowledge.

C2. Candidates' ability to understand and apply pedagogical content knowledge and skills

Results on Assessment 3 & 4 indicates program completers are uniformly strong across content areas.

3. Inconsistencies with alignment need to be corrected

Alignment inconsistencies have been corrected.

4. All alignments have been corrected

All rubrics have been correctly aligned

5. Clearly identify UNDERGRADUATE program

Only the undergraduate Elementary program is described and discussed

6. Data for reported program

Only Elementary data is presented.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.