

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:

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6. Name of institution's program

Master of Science in Elementary Education with Certification

7. CAEP Category

Elementary or Childhood Education

8. Grade levels<sup>(1)</sup> 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)

No change since last report

- 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)

No change since last report

- 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.)

Eastern Graduate Elementary Advisement Sheet with Program of Study.pdf

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.
- 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: Graduate Elementary Certification, K-6		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(2)</sup>
2015-2016	9	4
2014-2015	8	5
2013-2014	10	7

(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 <sup>(3)</sup>	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 <sup>(4)</sup>	Full-time faculty, Elementary Education; Associate Chair
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
	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,

Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	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	Ashton, Fred
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D., Curriculum and Instruction - University of Connecticut Certifications: English, 7-12; intermediate admin and supervision; superintendent of schools
Assignment: Indicate the role of the faculty member (4)	Part-time Faculty; Adjunct faculty and Elementary and Secondary English Student Teacher Supervisor
Faculty Rank <sup>(5)</sup>	University Supervisor
Tenure Track	<input type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	6 years teaching in CT public schools (middle school), 29 years in administration in CT public schools (Elementary Principal, Middle School Assistant Principal, High School Assistant Principal and Superintendent of Schools)

Faculty Member Name	Day, Jeanelle
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. Curriculum & Instruction/Science Education, University of Alabama
Assignment: Indicate the role of the faculty member (4)	Full time faculty; Chair
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	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 <sup>(3)</sup>	Ph.D. Curriculum & Instruction/Mathematics Education, University of British Columbia
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full time faculty: Math Educator, Educational Research, Culminating Seminar
Faculty Rank <sup>(5)</sup>	Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <a href="http://www.nctm.org/publications/worlds/">http://www.nctm.org/publications/worlds/</a>
Teaching or other professional experience in P-12 schools <sup>(9)</sup>	7 years experience of teaching grades 7-12 Mathematics.

Faculty Member Name	Liu, Xing
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. Educational Psychology/Measurement, Evaluation and Assessment - University of Connecticut
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-time faculty, Educational Research and Assessment
Faculty Rank <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	3 years of teaching English in both middle and high schools.
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Faculty Member Name	Moorehead, Tanya
Highest Degree, Field, & University <sup>(3)</sup>	PhD in Exceptional Education from the University of Central Florida
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	Full-time faculty: Special Education
Faculty Rank <sup>(5)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	7 years teaching experience in grades 6-8 Special Education

Faculty Member Name	Richards, Susannah
Highest Degree, Field, & University <sup>(3)</sup>	Ph.D. Educational Psychology, University of Connecticut, Storrs, CT
Assignment: Indicate the role of the faculty member <sup>(4)</sup>	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 <sup>(5)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> :List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	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 <sup>(3)</sup>	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 <sup>(5)</sup>	Coordinator for Educational and Clinical Experiences
Tenure Track	€ YES
Scholarship <sup>(6)</sup> , Leadership in Professional Associations, and Service <sup>(7)</sup> : List up to 3 major contributions in the past 3 years <sup>(8)</sup>	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 <sup>(9)</sup>	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, 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)	Praxis II, Elementary Education, Multiple Subjects and Connecticut Foundations of Reading Test (CFRT)	Licensure tests	Praxis II: Before student teaching CFRT: Mid-point

Assessment #2: Assessment of content knowledge in elementary education (required)	Course Grades	Evaluation and analysis of grades and transcripts	Entry, midpoint and completion
Assessment #3: Assessment of candidate ability to plan instruction (required)	Unit Lesson Plans	Performance Assessment	Prior to student teaching in EDU 532
Assessment #4: Assessment of student teaching (required)	Student Teaching Evaluation	Clinical Evaluation	EDU 573 Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Student teaching impact portfolio	Portfolio assessment of students	EDU 565 Classroom Management and Assessment for Elementary School (seminar taken during student teaching)
Assessment #6: Additional assessment that addresses ACEI standards (required)	Individualized Education Plan (IEP) Case Study	Case Study	EDU 582 Teaching Exceptional Learners, midpoint
Assessment #7: Additional assessment that addresses ACEI standards (optional)			
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.

#### 1. DEVELOPMENT, LEARNING AND MOTIVATION

#1 #2 #3 #4 #5 #6 #7 #8

1.0 Development, Learning, and Motivation--  
Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2. CURRICULUM STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

2.1 Reading, Writing, and Oral Language—  
Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
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2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance,

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;								
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. INSTRUCTION STANDARDS

#1 #2 #3 #4 #5 #6 #7 #8

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ASSESSMENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. PROFESSIONALISM STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.

ECSU G ELE SPA Assessment I Sept 2016.docx

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.

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.

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.

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.

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

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

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)

In an effort to streamline the process of programmatic improvements based on assessment data, the EPP faculty at Eastern Connecticut State University have instituted a system for reviewing and analyzing data at three points during the academic year. Our first such data retreat was held in May 2016. Faculty analyzed EPP data followed by disaggregated data from each of the programs. Candidate strengths by program were discerned followed by identifications of areas/standards wherein our candidates did not do as well. Discussion ensued focusing on programmatic changes to support candidates and to enhance the overall program in these identified areas.

The second data retreat was held in August 2016. At this meeting, faculty reviewed the data collection process, plans for program changes and further explored data from Spring 2016. Some of the discussions at this retreat focused on operationalizing programmatic changes discussed in August.

In earlier sections of this report, relevant programmatic improvements pertinent to specific assessments have already been mentioned. Herein, we provide a holistic image across all assessments related to improvement of candidate performance and the overall program.

### 1. Content knowledge

Data from the assessments (previously reported) indicate that our elementary program, including our expectations for required undergraduate content courses, is preparing our candidates effectively. Some of the programmatic changes that we have instituted include: a) devoting 6 graduate credits to language and literacy and presented in a planned sequence, b) requiring all elementary candidates to successfully complete two Math content courses, c) working in close collaborations with the content faculty in Arts and Sciences to develop and modify these content courses as needed, and d) conducting thorough transcript analysis of admitted candidates and recommending additional content courses, if need be. Conducting pre- and post-assessments of content knowledge within courses

has also been very effective in transferring the onus for tracking growth back to the candidates, thereby enhancing a culture of shared responsibility and trust within the elementary program. Moving forward, having the planned three retreats for data dives in the academic year will allow us to monitor the effects of these changes as well as the ongoing implementation of these changes.

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

Data from the assessments aligned to Standards 2, 3, 4, and 5 attest to the effectiveness of our graduate elementary program to prepare the candidates in the areas of curriculum, instruction, assessment and professionalism. Particularly powerful are the data pertinent to all the sub-components of Standard 3. Our candidates have demonstrated their abilities to integrate and apply knowledge, to adapt curriculum for diverse students, to use a variety of teaching strategies to foster critical thinking amongst students, to create supportive learning environments and to engage in multiple forms of communication to foster collaboration. Programmatic improvements in the last few years include the additional of a pre-student teaching experience (see attached plan of study and the narrative on clinical experiences in previous reports) which has given additional classroom time to our candidates to observe, practice and develop essential pedagogical knowledge and skills. One area for improvement that we noted during our recent retreats is further enhancing our candidates' knowledge and application of data literacy and assessment strategies (from student teaching evaluations, see Assessment 4). Some programmatic improvements that we have planned are inclusion of topics of data based decision-making and discussions of multiple assessment strategies in foundational courses so that candidates have a broader exposure and have more opportunities for application. Another aspect is providing more exposure to communicating with families about their student's performance and planning curriculum collaboratively. These additions were conceived not so much to address a deficiency in our candidates as to further enhance our candidates' professionalism and reflective practices.

## 3. Student learning

Data from the assessments provides evidence in support of our candidates' impact on student learning. One focus for further improvement in this category lies in addressing differentiation and adapting curricula for all students. While candidates have demonstrated basic competency, the faculty plan to enhance with inclusion of mock case studies (in EDU 582, Teaching Exceptional Learners) and other forms of data-driven differentiations in methods classes.

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.)

The Elementary program faculty are grateful for this opportunity to revise and resubmit our Elementary Program report for national recognition.

Prior to addressing the specific components of Part E (Areas for Consideration) from previous reports, we would like to state the following:

- a) As required for Revised reports, we have reported 3 years of data for Assessment 1 (licensure tests) but only reported one cycle of data for all other assessments.
- b) As required for re-submission of reports, we have only provided fresh data for all assessments from 2 to 6. Most of this data is from Spring 2016, except for Assessment 5 which is from Fall 2015.
- c) The n (number of candidates reported) varies across assessments because the graduate program is not a cohort group and several candidates go through the program on a part-time basis thereby precluding us from maintaining the same n in all the assessments.
- d) Our graduate elementary program was suffering from enrollment issues due to various reasons and hence the overall n is low. Some of the assessments have only 2 candidates reported. While we would have normally included other cycles of data (to augment to the low n), we did not do so here because it is a revised report and we could only present fresh data. We also could not wait longer to collect more data since this is our final opportunity for national recognition.

Areas for consideration raised in the August 2016 report, and our responses.

1. All standards\_including 2.1-2.7\_must be addressed individually with use of clearly designed assessments with data presented with rubrics.

All standards have been addressed individually and some with multiple assessments. Standards 2.1 to 2.7 have been addressed individually, with data presented. Where possible (since Assessment 1 is a licensure test and hence does not have rubrics and all course grades in Assessment 2 did not have rubrics), we have included rubrics that describe the levels of expected performance for the various items.

2. Revise assessments to individually align with ACEI standards.

All assessments have been revised to individually align with ACEI standards. All co-mingling of standards have been removed. All assessments have a table outlining the alignment to relevant ACEI standards. These standards are also in the rubrics and the data tables.

3. Align Assessment 2 to the NCATE requirements for using grades in courses as an assessment, including actual course descriptions and grading processes.

Assessment 2 has been revised to adhere to the NCATE method for documenting grades as an assessment. Course descriptions have been provided in a matrix and the university grading process of letter grade equivalencies to numerical scores have been provided.

4. Provide the specific science content information for Assessment 6.

The program faculty changed Assessment 6 to a new assessment: Individualized Education Plan Case Study. Rather than revise an assessment that did not provide evidence about our program, the faculty have included a new assessment that better measures our program and our candidates. We have provided one cycle of data.

5. Provide the discussion of results for all assessments.

All assessments have a section discussing the data and interpreting the data to provide evidence for the standards and to describe programmatic improvements.

6. Align data tables to rubrics to ACEI standards with clear indicators of what elements of the ACEI standards are being assessed and consequently which elements of the ACEI standards are being analyzed and discussed.

ACEI standards have been aligned to the rubric items, and data tables are aligned to the rubrics. This has been done for all assessments.

7. Provide at least one application for each assessment collected with the new, edited or revised rubric.

One application of data has been provided for all assessments, except for Assessment 1 which has 3 years of data.

Areas for consideration raised in the February 2015 report, and our responses.

1. The narrative was not clearly written.

We apologize for the lack of clarity in our previous reports and hope that this current report is more clear and organized.

2. This was supposed to be a master's program but throughout there was information referring to undergraduate, with graduate data not in evidence.

We have made sure only graduate data is included in this current report.

3. This program needs additional work before it is ready to apply for continuing accreditation without conditions.

Since February 2015, the program faculty have made concerted efforts to enhance the program, collect and analyze data. The report submitted in late Fall 2016 did not fully capture these changes but we are hopeful that this report clarifies and describes the changes more effectively.

4. There also seem to be inconsistencies with the number of candidates in the program, the number of completers and the data that has been provided.

Given that the graduate program is not a cohort group, there always is a discrepancy between the number of candidates in the program and the number of completers. We have explained the variation in n across the assessments in this report also (see above). We have also made sure that the n reported matches the n in the data tables.

**Please click "Next"**

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