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Eastern Connecticut State Univ
Traditional Program

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AY 2012-13

Institution Information

Name of Institution: Eastern Connecticut State Univ
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Connecticut

Address: 83 Windham Street
Gelsi-Young Hall, room 248
Willimantic, CT, 06238

Contact Name: Dr. Brian Lashley
Phone: 860-465-5596
Email: lashleyb@easternct.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Early Childhood Education	No
Elementary Education	No
Physical Education	No
Secondary Education	No
Total number of teacher preparation programs: 4	

Section I.b Admissions

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

Junior year or at the graduate level

Does your initial teacher certification program conditionally admit students?

No

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

<http://www1.easternct.edu/education/>

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

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	No
Interview	Yes	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.7

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.53

What is the minimum GPA required for completing the program?

2.7

What was the median GPA of individuals completing the program in academic year 2012-13

3.55

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.7

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.68

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.79

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2012-13:	250
Unduplicated number of males enrolled in 2012-13:	58
Unduplicated number of females enrolled in 2012-13:	192

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	7
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	1

Black or African American:	3
Native Hawaiian or Other Pacific Islander:	1
White:	230
Two or more races:	2

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	131.7
Average number of clock hours required for student teaching	546.7
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2.83
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	20
Number of students in supervised clinical experience during this academic year	127

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (S205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	35
Teacher Education - Elementary Education	34
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	8
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	11
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	20
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	11
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	

Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (**\$205(b)(1)(H)**)

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	33
Teacher Education - Elementary Education	32
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	7
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	1
Psychology	19
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	11
Visual and Performing Arts	1
History	14
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	20
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	15
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	1
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Physical Education	19

Section I.f Program Completers

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

2012-13: 121

2011-12: 129

2010-11: 136

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

1

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

We will keep on talking to our math department and the Advising Center about its importance, and continue with curriculum revisions.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

1

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

2

Did your program meet the goal for prospective teachers set in science in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

5

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

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

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

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

No

How many prospective teachers did your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

No

How many prospective teachers does your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

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

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

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

COURSEWORK AND FIELD EXPERIENCES

Professional and pedagogical knowledge and skills are developed through the professional education core, methods courses specific to the teaching content field, course-based field experiences, and student teaching. Through these courses and clinical experiences, candidates develop the ability to plan, deliver, and assess meaningful learning experiences for all students. The courses and clinical experiences also develop candidates' ability to reflect on their practice and make the necessary adjustments to enhance student learning and to consider school, family, and community contexts in connecting concepts to students' prior experience to make learning relevant and meaningful. Professional and pedagogical knowledge and skills are addressed in all strands of the conceptual framework and are assessed through the professional program admissions process, candidate work samples, the portfolio, Student Teaching Evaluation Rubric, grade point average in the professional education courses, exit interview (i.e., early childhood program), and follow-up surveys of graduates.

The Education Unit only prepares special education teachers in Early Childhood Education (a dual certification program) and general education candidates receive training in providing instruction to children with disabilities in both special education courses and within methods courses (content specific differentiated instruction methods). General education teachers currently receive training in providing instruction to limited English proficient students in their required (state statute) ELL course and within content-specific methods courses. General education teachers are placed in a variety of field experiences, including low-income/urban, rural, and suburban sites and this is tracked in our education database. A pre-student teaching course has also been added in the elementary and secondary undergraduate and graduate certification programs.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	18	176	18	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	36	176	36	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	31	178	31	100
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	36	179	36	100
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS)	18	182	18	100

Other enrolled students				
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	36	183	36	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2011-12	31	185	31	100
ETS0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	37	185	37	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2012-13	17	160	17	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	37	162	37	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	40	159	39	98
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	17	183	17	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	37	185	37	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	41	180	41	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) Other enrolled students	24	165	10	42
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	174	11	69
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) Other enrolled students	24	183	20	83
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	15	186	15	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) Other enrolled students	24	167	11	46
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	174	12	75
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) Other enrolled students	24	159	9	38
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	172	12	75
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	9			

ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	8			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	5			
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) Other enrolled students	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	7			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	97	251	77	79
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2012-13	70	256	70	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2011-12	69	258	68	99
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2010-11	76	255	73	96
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	155	10	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	14	161	13	93
ETS0092 -PHYSICAL ED ANALYSIS AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	27	164	27	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS)	7			

Other enrolled students				
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2012-13	20	182	20	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2011-12	15	181	15	100
ETS0095 -PHYSICAL ED CONTENT AND DESIGN Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	159	13	93
ETS0091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	27	163	27	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	177	178	177	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	79	178	79	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	88	179	88	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	89	178	89	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	178	178	177	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	78	177	78	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	87	178	87	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	88	178	88	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	178	177	178	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	78	176	78	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	87	176	86	99
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	88	176	88	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) Other enrolled students	20	177	18	90
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	15	183	15	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	10	176	9	90

Educational Testing Service (ETS) Other enrolled students				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	12	172	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	15	171	15	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	11	172	11	100

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	122	115	94
All program completers, 2011-12	133	128	96
All program completers, 2010-11	136	132	97

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

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

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

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

Our certification programs prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Initially three courses are required based on graduate, undergraduate or early childhood certification. While these courses are similar, they are not identical. EDU 250/COM 250/CSC 250:Digital Video for Education (Undergraduate) is required for all students applying for admission to our Elementary and Secondary certification programs. EDU 553: Computers in the Classroom and Curriculum is our corresponding graduate course for these majors and is taken by students within the certification program. ECE 512: Technology in the Early Childhood Classroom is required for all early childhood certification graduate students. All three courses focus on the ISTE standards. Once admitted to certification programs, technology is integrated into coursework to model integration appropriate to specific grade levels. Technology must be used when producing lesson plans (lesson plan format and rubric has technology use sections) and the student teaching portfolio required in methods courses and the student teaching seminar.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

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

For Early Childhood Candidates, Young Children with Special Needs, was designed to provide information needed to work with young children who have special needs in general classrooms in accordance with the Individuals with Disabilities Education Act (P.L.101-470) and the Americans with Disabilities Act (ADA). Similarly, EDU 307, 308, and 582 (Inclusive Elementary Classrooms, Inclusive Secondary Classrooms, and graduate-level Teaching Exception Learners, respectively) for meeting similar needs for elementary and secondary candidates. In Health and Physical Education, a content specific course, HPE 315 Adapted Physical Education, is offered to meet the needs of the HPE candidates in this area. Content related to differentiated instruction, both more content-specific in nature and as it is related to the new SRBI/TEAM modules, is also included in content specific methods courses as is limited English proficiency.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

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

not applicable

Section VII Contextual Information

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

Eastern Connecticut State University has a long tradition in teacher preparation that has focused on continuous evidence-based teacher education to improve student achievement. Eastern's Education Unit is founded on a conceptual framework that is research-based and regularly evaluated and revised to reflect changes in philosophical underpinnings, national trends, state regulations, curriculum development, and the needs of public schools in Connecticut and the nation.

Supporting Files

Complete Report Card

AY 2012-13



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