

**Office of Postsecondary Education
U.S. Department of Education**

**Annual Institutional Questionnaire on Teacher Preparation:
Academic year: 1999-2000**

Institution name: Central Connecticut State University

Respondent name and title: Richard L. Judd, President

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Central Connecticut State University					
Academic Year 1999-2000					

270 program completers					
Type of Assessment	Assessment Code Number	# taking assessment	# passing assessment	Institutional Pass-rate	Statewide Pass-rate
<i>Basic Skills</i>					
CBT READING	711	176	176	100%	100%
CBT WRITING	721	176	176	100%	100%
CBT MATHEMATICS	731	176	176	100%	100%
<u>Professional Knowledge</u>					
PRINCIPLES LEARNING & TEACHING 5-9	523	5			100%
<u>Academic Content Areas</u>					
ELEM ED CURR INSTRUC ASSESSMENT	011	123	123	100%	99%
ELEM ED CONTENT AREA EXERCISES	012	123	117	95%	98%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	19	17	89%	87%
ENG LANG LIT COMP ESSAYS	042	19	18	95%	91%

MATHEMATICS: CONTENT KNOWLEDGE	061	6			91%
MIDDLE SCHOOL MATHEMATICS	069	4			
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	19	18	95%	93%
MIDDLE SCHOOL SOCIAL STUDIES	089	1			87%
PHYSICAL ED: CONTENT KNOWLEDGE	091	18	17	94%	95%
PHYSICAL ED: ANALYSIS AND DESIGN	092	18	17	94%	96%
BUSINESS EDUCATION	100	2			100%
MUSIC: CONCEPTS AND PROCESSES	111	5			95%
MUSIC: CONTENT KNOWLEDGE	113	5			100%
ART: MAKING	131	9			100%
ART: CONTENT TRAD CRITIC AESTHETICS	132	9			100%
ART: CONTENT KNOWLEDGE	133	9			100%
FRENCH: PRODUCTIVE LANGUAGE SKILLS	171	1			

FRENCH: CONTENT KNOWLEDGE	173	1			
SPANISH: CONTENT KNOWLEDGE	191	7			90%
SPANISH: PRODUCTIVE LANGUAGE SKILLS	192	7			86%
BIOLOGY: CONTENT KNOWLEDGE	235	5			95%
CHEMISTRY: CONTENT ESSAYS	242	1			
CHEMISTRY: CONTENT KNOWLEDGE	245	1			
PHYSICS: CONTENT ESSAYS	262	1			
PHYSICS: CONTENT KNOWLEDGE	265	1			
GENERAL SCIENCE: CONTENT ESSAYS	433	2			
GENERAL SCIENCE: CONTENT KNOWLEDGE	435	2			

MIDDLE SCHOOL SCIENCE	439	3			
EARTH SCIENCE: CONTENT KNOWLEDGE	571	2			
ITALIAN	620	1			
<i>Other Content Areas</i>					
TECHNOLOGY EDUCATION	050	7			
<i>Teaching Special Populations</i>					
SE KNOWLEDGE-BASED CORE PRIN.	351	35	33	94%	96%
SE APPLIC OF CORE PRINCIPLES ACROSS	352	35	33	94%	94%

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<i>Other Content Areas</i>					
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SE KNOWLEDGE- BASED CORE PRIN.	351	35	33	94%	96%
SE APPLIC OF CORE PRINCIPLES ACROSS	352	35	33	94%	94%

Table C2: Aggregate and Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Central Connecticut State University</i>				
Academic Year 1999-2000				
270 Program Completers				
Type of Assessment	# taking assessment	# passing assessment	Institutional Pass-rate	Statewide Pass-rate

Aggregate: Basic Skills	177	177	100%	100%
Aggregate: Professional Knowledge	5			100%
Aggregate: Academic Content Areas	229	212	93%	94%
Aggregate – Other Content Areas	7			93%
Aggregate – Teaching Special Populations	35	32	91%	91%
Summary of Individual Assessments	270	251	93%	95%

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during Academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: - **567**
This number includes part-time and full-time students at the undergraduate and post-baccalaureate level.

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during the academic year 1999-2000? - **350**

3. Please provide the numbers of supervising faculty who were:

8 - Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

10 - Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

31 - Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: - **49**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): - 7.1

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is: 13-16. The total number of hours required is: 455-560 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?

Yes No

Section III. Contextual Information

Central Connecticut State University

Central Connecticut State University rests upon a long tradition of teacher education. From its beginnings in 1849 as a teacher training facility and throughout its history, CCSU has continued to hold teacher education as a critical element of its mission. Although the School of Education and Professional Studies now holds primary responsibility for the preparation of teachers, the entire university is engaged in the process of teacher education and is committed

to preparing exemplary teachers for Connecticut.

The dedication of our faculty, the quality of our programs, and the accomplishments of our graduates have resulted in Central Connecticut State University achieving recognition by the National Council for the Accreditation of Teacher Education (NCATE) for the quality of its programs in teacher preparation.

Individual programs have achieved national program approval through such prestigious groups as: the National Council of Teachers of Mathematics; the National Council of Teachers of English; the Council for Exceptional Children; the Association for Childhood Education International; the Educational Leadership Constituent Consortium; the National Association for the Education of Young Children; the Association for Educational Communications and Technology; the International Society of Technology in Education; the American Alliance for Health, Physical Education, Recreation, and Dance/National Association for Sport and Physical Education; the National Science Teachers Association; the National Council for the Social Studies; and the International Technology Education/Council of Technology Teacher Education.

Recognizing that program quality and a commitment to excellence are essential to the preparation of teachers and other education professionals, the School of Education and Professional Studies has joined with national consortiums to promote standards for excellence in teacher education. These affiliations include the Holmes Partnership, the American Association of Colleges for Teacher Education, and the Urban Network to Improve Teacher Education. A network of local Professional Development School partnerships and active involvement with the community highlight CCSU's commitment to local schools and the preparation of teachers for schools in the urban, rural and suburban communities of Connecticut.

In the fall of 2000, the undergraduate program at CCSU was recognized by the Association of American Colleges and Universities (AAC&U) as one of sixteen

institutions in the nation to be awarded designation as a “Greater Expectations Leadership Institution.” Among the many attributes that led to this prestigious award for CCSU was its program of liberal arts and general education studies. The general education program seeks to develop in all students skills in communication, an understanding of the cultural, literary historical, behavioral, artistic and scientific achievements of the past, and an awareness of the various modes of thought that have produced these achievements. Teacher candidates at CCSU begin the journey in preparation for their careers by completing this general education program. In preparation for a variety of certification areas, teacher candidates are also required to complete a specific subject area major or interdisciplinary major.

Highlights of Program Characteristics

Central Connecticut State University prepares teachers for initial certification in Early Childhood, Elementary, Secondary, and K-12 programs. The teacher preparation programs are multifaceted and include programs characterized by multiple field experiences, portfolio development and an emphasis on technology.

Multiple field experiences are planned as an integral part of the teacher preparation program and many of these occur in partnership schools that form the CCSU Professional Development School Network. Every teacher candidate has the opportunity to participate in pre-K-12 classrooms that are diverse and inclusive. Field experiences are completed conjunction with one or more courses and are supervised by faculty in the School of Education and Professional Studies as well as the Schools of Arts and Sciences, Business, and Technology.

Teacher candidates in many programs are required to develop professional teaching portfolios over the course of their programs. This portfolio, linked to state and national standards, illustrates the prospective teacher’s view of teaching and learning and often includes artifacts, and other writings and evidence that reflect knowledge, skills and dispositions that demonstrate good practice.

The Center for Innovation in Teaching and Technology allows teacher candidates to explore advanced technology in a multi-media research and development center. Teacher candidates design and develop computer-based instruction and practice the content and skills of teaching they have learned in methods courses.

Programs for Support and Retention of Teacher Candidates

Students must demonstrate proficiency in academic achievement before they are admitted into a professional teacher education program. To help teacher candidates enhance their skills and competencies, the following resources are available to them.

- *Methods of Inquiry* is an eight-week non-credit program that helps students develop collegiate learning strategies. This is offered through the Learning Center with no cost to students.
- *The Writing Center* offers free one-to-one tutoring in every level of writing. Writing workshops are held throughout the semester focusing on essay exams, research papers, compositions and other topics.
- *The Writing Center* is primarily intended to aid students in entry-level mathematics courses.
- *Prevention and Counseling Services* provide assistance to students through individual, group and/or family counseling sessions. There is no charge to students for these services.
- *Learning Plus*, a computer-based learning and skills instruction program, is designed to help students who want to improve their skills in reading, writing, and mathematics. It is an excellent way for students to prepare for the Praxis I test and is offered through the Learning Center.

Recruitment and Retention of Diverse Teacher Candidates

Central Connecticut State University enhances the teaching profession and teacher preparation through efforts to be as inclusive as possible in recruiting and retaining students from diverse and underrepresented groups. Examples of these efforts include:

- The Dean's Leadership Institute that provides 6-10 students per year with work experiences in area schools, providing support to classroom teachers, serving as peer mentors, or serving as community leaders in school-based family resource centers. Students work up to 10 hours per week during the academic year and monthly leadership seminars support all the participants.
- The Diversity in Teaching Network and Center for Multicultural Research that provide ongoing support to pre-professional teachers through cooperative efforts by faculty and staff in the School of Education and other university departments. Faculty mentors advise students and offer workshops on relevant topics such as Praxis I preparation, academic advising, peer tutoring, career exploration and reading strategies.

Examples of Best Practices for Teacher Education

Throughout their program, teacher candidates are provided opportunities to build their capacity to understand and use the knowledge base of teaching and learning and to practice a repertoire of best practices. They develop the ability to reflect and use critical judgment of their own teaching process and build on their ability to contribute their leadership to efforts to improve education in a democratic society. Examples of this include:

- The use of technology is infused in all programs whenever possible. Teacher candidates take some courses in the CITT lab and use state-of-the-

art technology and media to enhance their skills in incorporating technology and media into their teaching.

- Teacher candidates are given many opportunities to collaborate with peers, classroom teachers, students and university faculty in projects, micro-teaching, designing and collaborating on research projects, writing, and/or professional network meetings. Teacher candidates benefit from co-teaching and team teaching relationships.
- Teacher candidates engage in a variety of learning activities including cooperative learning, lectures, labs, simulations, micro-teaching, group projects, peer teaching, fieldwork teaching, presentations and research. Modeling a variety of best practices facilitates the teacher candidate's knowledge and skills and dispositions to replicate these practices with their future students.
- The School of Education and Professional Studies sponsors extracurricular activities that involve teacher candidates in the professional community and provide opportunities for student leadership and community service. These include: Education Club, Kappa Delta Pi (KDP), Student chapters of Council on Exceptional Children (CEC), the National Education Association (NEA) and the Tutor Corps.
- Extensive and Enhanced Field Experiences:

Depending on the particular teacher education program they are accepted into, teacher candidates will do fieldwork in urban, suburban and rural area school districts. Teacher candidates in many programs participate in supervised field experiences in schools that are affiliated with the Professional Development School (PDS) Network as well as other partner schools identified for best practices. PDS arrangements provide richer experiences for teacher candidates and tighter linkages between the university and public schools that greatly benefit teacher candidates.

Collaborative activities with Pre K-12 schools include a newsletter, conferences, staff development activities, a shared home page, and action research. Currently, the PDS Network includes elementary and middle schools in the districts of New Britain, West Hartford, East Hartford, Farmington, and Hartford.

The High School Consortium consists of formal partnerships with three high schools representing West Hartford, Rocky Hill and Berlin, and developing partnerships with three other districts (Newington, New Britain, and Farmington). Twenty to thirty students in cohort arrangements are placed at each school every semester to engage in tutoring, mentoring, observations, and other activities related to the coursework they are currently taking. Sections of some courses meet at the high school building site.

Teacher candidates in the Secondary Education and Pre-K-12 Special Subjects programs have three field experiences, each with its own specific emphasis and connection to the associated course. The emphasis in the first sequence of courses is on the classroom as a learning community. Thirty hours of fieldwork in middle and high schools, either with individual students, small groups or a whole class, are required for the first course. The emphasis in the second sequence of courses is on collaborative learning communities so teacher candidates work together to produce interdisciplinary units. They also carry out field experiences of 30 hours or more in classrooms in elementary, middle or high schools. During the student teaching phase of the program with an emphasis on the professional learning community, all teacher candidates including those in 7-12 programs (TESOL, Technology Education, Physical Education, Music and Art) apply knowledge from prior coursework and experiences to classroom lessons. They use instructional methods and materials to meet the needs of all learners in the classes in which they teach. They also attend parent conferences, faculty meetings and in-service programs.

Teacher candidates in elementary and early childhood programs are required

to take a pre-professional course that requires a minimum 16-hour field experience in the schools as well as a community service project. These students complete four field experiences, each of which has its own specific emphasis. These are taken in conjunction with one or more courses during the same semester. All of these experiences work together to contribute to a teacher candidate's portfolio project. The projects are placed into portfolios, which are developed over the course of the teacher candidate's professional program. These projects reflect the perspectives that are specific to each course cluster, as well as the overall theme of the teacher education program.

Student teaching experiences are supervised and generally range from eleven to sixteen weeks depending on the program and time of year. This exceeds the minimum state requirement for student teaching experiences. Central Connecticut State University only places student teachers with cooperating teachers who have completed appropriate required training and whose prior experiences with student teachers have been successful.

The Place of PRAXIS II in Teacher Preparation and Program Completion

Central Connecticut State University prepares students for initial teacher licensure through NCATE accredited and Connecticut State approved programs. The program of study is clearly delineated for each certification area and rigorous criteria for admission to the professional teacher education program are established and enforced. Students who complete the program in teacher education are considered to be ***program completers***. Upon meeting the additional requirement of successful completion of the PRAXIS II examination, students are eligible to apply for certification in Connecticut.

It is important to note that taking and passing the Praxis II examination is **not a condition of CCSU graduation or post-baccalaureate completion**. Students may choose to complete the program and graduate without having taken the Praxis II exam. Some program completers will take the Praxis II exam post-

graduation, and it is certainly probable that some may never choose to take it at all or apply for certification in Connecticut. Central Connecticut differs from several institutions of higher education in Connecticut because it does not require passing Praxis II as a condition for student teaching or graduation. This aspect of the program allows flexibility for students who may plan to teach in states other than Connecticut or who want time to complete their academic and professional studies prior to taking the PRAXIS II examination. The Educational Testing Service, the organization that developed the PRAXIS series, emphasizes that students can and should take time to study and prepare for these examinations. While the successful pass rate of the CCSU students attests to their overall preparation, CCSU program completers do have the opportunity to take time for test preparation without the pressure of passing the examination as a requirement for graduation.

In spite of the fact that PRAXIS II is not required for program completion, 93% of the CCSU 1999-2000 cohort students took and passed PRAXIS II at the time of program completion. This very successful pass rate reflects the university-wide commitment to teacher education, a curriculum that emphasizes enhanced and extended field placements, and strong academic advisement and support for students. Although this pass rate is certainly a source of pride for CCSU, it should be considered as only one indicator of the quality of its programs and the accomplishments of its students. The outcomes of our programs and the accomplishments of our graduates are documented through multiple indicators as demonstrated through our NCATE and State program approval documents.

Finally, recognizing that some institutions in Connecticut require passing of PRAXIS II as a requirement for program completion, it is expected that those institutions will have a 100% pass rate. Such a pass rate should be viewed within the context of the requirements of the program and not as a comparison or basis for assessment of the CCSU teacher education programs.

The 1999-2000 Program Completer Cohort:

Of all the 270 program completers for 1999/2000,

- 65% were undergraduates and 35% were graduate students.
- Of the undergraduate cohort:
 - 51% were transfer students and entered the university with 24 or more credits.
- Most post-baccalaureate students entered the university with a Bachelor's degree from a different institution where they completed their content course work.
- Approximately 35% of the 1999-2000 aggregate cohort was exempt from taking the PRAXIS I CBT due to eligibility for a waiver based on SAT or ACT scores.
- Approximately total 9% of the cohort was comprised of minority students.
- 88% of the aggregate cohort was classified as full time students.
- The average age of program completers ranged from 23 years for undergraduate students to 28 years for graduate students.
- The average grade point average for all teacher candidates in the program was 3.42.
- Of the 19 students in the cohort who did not complete PRAXIS II prior to August 31, 2000, 5 passed during the fall of 2000 and 2 others passed the examination according to criteria of other states for their certification requirements. CCSU will continue to follow-up with the pass rates and employment of this first Title II cohort.

The students who formed the 1999-2000 cohort of program completers at Central Connecticut State University have completed a rigorous program of study that is widely recognized for its quality and is nationally accredited by NCATE. They have spent many hours in field placements where they learned how to address the diverse needs of students. They know the subjects they will teach, they know how to teach those subjects, and they have demonstrated this through multiple assessment measures. Central Connecticut State University is confident that these students are prepared to be leaders in the learning communities of

Connecticut.

There are multiple measures to indicate the quality of the preparation of CCSU's program completers, the commitment they will bring to their profession, and the dedication and caring they will offer to their students. Central Connecticut State University is pleased to submit this information about the academic and professional preparation of students who have completed its teacher education programs. These students join others who have completed CCSU teacher education programs and now enjoy successful and productive careers in which they are making a positive difference in the lives of their students.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Ellen V. Whitford _____ Name of
responsible institutional representative for
teacher preparation program

Dean, School. Of Education &
Professional Studies _____ Title

Certification of review of submission:

_____ (Signature)

Richard L. Judd _____ Name of President/Chief Executive (or
designee)

President _____ Title