## CONNECTICUT STATE DEPARTMENT OF EDUCATION (CSDE)
**EDUCATOR PREPARATION PROGRAM APPROVAL**
**PROGRAM REPORT**
(Based on the National Council for Accreditation of Teacher Education Accreditation Process)

### COVER SHEET

1. **Institution name:** University of Connecticut

2. **Date report submitted (mm/dd/yyyy):** 12/18/2013

3. **Report preparer's information:**
   - **Name of Preparer:** Patricia Jepson/John Zack
   - **Phone/Ext./Email:** (860) 713-9877/john.zack@uconn.edu

4. **Name of program:**
   - Teacher Certification for College Graduates Program (TCPCG)--Agriculture (K-12)
   - Integrated Bachelor's and Master's Program--Agriculture (K-12)

5. **Grade levels for which candidates are being prepared in this program:** K - 12

6. **Program type associated with proposed program (check one):**
   - Advanced Teaching
   - First Teaching License [X]
   - Other School Personnel
   - Unspecified

7. **Degree or award level associated with proposed program (check one):**
   - Baccalaureate (IBM) [X]
   - Post Baccalaureate
   - Master's (TCPCG - IBM) [X]
   - Post Master's
   - Specialist or C.A.S.
   - Doctorate
   - Endorsement only

8. **Title of the state license for which candidates are prepared under this program:**
   - Endorsement 40: Agriculture (K-12) and Endorsement 41: Vocational Agriculture (7-12)

9. **Is this program offered at more than one site?**
   - Yes [X]
   - No
10. If your answer is "yes" to the above question, list the sites at which the program is offered: Storrs, West Hartford, and Waterbury.

SECTION I – CONTEXT/PROGRAM DESCRIPTION OF PROPOSED PROGRAM

1. Describe or outline the program of study, including course titles (This information may be provided as an attachment from the college catalog or as a candidate advisement sheet). See 2012 – 2013 IBM Agriculture Ed Guidelines & TCPCG Agriculture Ed Guidelines.

2. Describe the field and clinical experiences that are required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. Indicate how these training experiences align with coursework (a chart would work here).

Clinic refers to the carefully designed sequence of fieldwork experiences during which students view, practice, and analyze the content of their core subject area and education courses. Pre-service Agriculture education candidates engage in clinic experiences that span the grades and disciplines and include time spent in urban settings and with students who have special education needs. This planned sequence of clinical experiences prepares well-rounded and effective teachers who are aware of what goes on at every educational level. Each field experience is accompanied by a field work seminar that supports the work of students at their clinic site as well as promotes their growth as teachers (see Tables 1 & 2 below for specific hour requirements).

TCPCG

Summer Session One and Two: During this clinic experience, candidates spend one full day each week in one of our partner schools. During these early experiences, the students assume primarily the role of careful observers, taking note of what is occurring in the classroom in terms of student-teacher interactions, curriculum implementation, etc.

In fall semester, candidates’ clinic experiences take the form of full-time student teaching (15 weeks in duration), the logical extension of their experiences thus far. Candidates teach in the classroom of a Agriculture teacher who has undergone extensive training in preparation for the mentor role. As student teachers, candidates are expected to assume the comprehensive roles of classroom teachers. They are responsible for planning and implementing lessons, assessing student work, organizing a classroom, managing behavior, attending parent student conferences, and much more, knowing, of course, that they can, and should, depend upon the support network provided by the cooperating teacher, university supervisor, and faculty advisor.

In spring semester: The clinic experience involves a ten-hour-per-week internship in schools. Here, candidates witness the inner-workings of their sites from various perspectives in and out of the classroom, work to implement positive change within the educational setting, and formally reflect on their work. Internships are designed by teachers and administrators within our partner schools and reflect each school’s particular needs. An Agriculture education student, for example, might select an internship based upon her interest in strengthening some aspect of the Agriculture Program at the school.

IBM

Junior year: During this clinic experience, candidates spend one full day each week in one of our partner schools. During these early experiences, the students assume primarily the role of careful observers, taking note of what is occurring in the classroom in terms of student-teacher interactions, curriculum implementation, etc. During the fall semester/summer session one, for example, an Agriculture Education student might be placed in a self-contained special education classroom in an urban middle school. She might have the opportunity to read and analyze students’ Individual Education Plans, observe modifications implemented by the classroom teacher to meet these individual needs, and talk at length with the classroom para-professional to learn his role in the classroom. During the spring semester, the same student might find herself in a second-grade classroom. The veteran clinic teacher not only models strategies for effective classroom
management, parental involvement, and lesson design, she also encourages the teacher candidate to develop a rapport with students by working with them during cooperative activities and providing one-on-one support for those in need of additional guidance. These out-of-grade-level/subject area experiences allow teacher candidates to experience the broad range of schooling, thus promoting their understanding of the articulations between grade levels and among subject areas.

Senior year: The emphasis of the clinic experience shifts its focus at this point in the program from student as learner to student as teacher. Agriculture Education students in the IB/M program are placed with the students and teacher in the classroom where they will ultimately work during the student teaching experience the following semester. If candidates have already experienced special education and urban settings, they spend this semester in a suburban setting. While students continue to visit the school site one day each week, they are now expected to do much more than observe. Clinic teachers encourage them to become active participants in the classroom setting and provide them with guidance and practice in planning and implementing lessons, evaluating student work, communicating with parents and other school staff members, working with students with diverse or special needs, etc., thus reinforcing that which candidates are learning in the methods course they are taking concurrently.

In spring semester, candidates’ clinic experiences take the form of full-time student teaching (15 weeks in duration), the logical extension of their experiences thus far. Candidates teach in the classroom of a Agriculture Teacher who has undergone extensive training in preparation for the mentor role. As student teachers, candidates are expected to assume the comprehensive roles of classroom teachers. They are responsible for planning and implementing lessons, evaluating and assessing student work, organizing a classroom, managing behavior, attending parent-student conferences, and much more, knowing, of course, that they can, and should, depend upon the support network provided by the cooperating teacher, university supervisor, and faculty advisor.

Master’s year: During the Master’s year, the clinic experience involves an eighteen-hour-per-week internship in which candidates assume a leadership role in the school. Here, candidates witness the inner-workings of their sites from various perspectives in and out of the classroom, work to implement positive change within the educational setting, and formally reflect on their work. Internships are designed by teachers and administrators within our partner schools and reflect each school’s particular needs. An Agriculture Education student, for example, might select an internship based upon her interest in conducting classroom research or in assisting in the administration of a grant.

3. Describe the criteria for admission to the program, including required overall GPAs and minimum grade requirements for content courses accepted by the program. Also describe any other requirements such as standardized testing results, recommendations, and/or entrance portfolios. (Response limited to 4,000 characters)

TCPCG

Admission to the School of Education’s Teacher Certification Program for College Graduates (TCPCG) in Agricultural Education is competitive. College graduates who have completed or anticipate completing an accredited bachelor’s degree program at this or another college or university may apply for admission to the TCPCG when their academic background includes completion of the following general education and subject area major requirements. Admitted students have participated in successful interviews with faculty, have accumulated sufficient experience working with children and practical experience in agriculture, have written acceptable essays, and have earned competitive cumulative grade point averages. Although the minimum admission standards of the Connecticut State Board of Education include at least a “B-” average for all undergraduate courses, teacher education programs offered by the Neag School of Education are generally more competitive. Applicants must also apply to and be accepted by the Graduate School of the University of Connecticut to pursue a Master of Arts degree in Education.

Requirements for admission to the program”
1. A bachelor’s degree from a regionally accredited institution.

2. GENERAL EDUCATION REQUIREMENTS:

General academic courses: Applicants must have 39 semester hours of coursework that meets five of six of the following areas: (1) English; (2) Natural Sciences; (3) Mathematics; (4) Social Studies; (5) Foreign Language; or (6) Fine Arts. Applicants must have a three semester hour survey course in U.S. History and a course in Physical Education and Health.

3. SUBJECT AREA MAJOR REQUIREMENTS:

Complete a subject area major in Agricultural Sciences consisting of a minimum of 39 credits. At least 24 credits of advanced courses (2000-level or above) must be from two or more departments/disciplines in agriculture and natural resources (i.e. agricultural and resource economics, agriculture and natural resources, animal science, environmental science, natural resources, nutritional sciences, pathobiology and veterinary science, or plant science). Up to twelve (12) of these 39 credits may be taken in related areas. With permission of the education advisor, up to six (6) credits of 1000-level courses may be included in the 39-credit subject area major.

Agriculture applicants must also pass the Praxis I exam prior to admission to the program. Candidates’ cumulative GPA needs to be 2.7 or higher. GPA for content courses needs to be 3.0 or higher. When applying, candidates provide a resume, personal statement, Praxis scores, and official transcripts of all college and university work.

IBM

Admission to the School of Education’s Integrated Bachelors/Masters Program begins in the candidate’s sophomore year. After completing at least three semesters students annually apply before January 15 to be considered for admission for the following fall semester. Students must complete at least fifty-four appropriate credits to be eligible for admission for the fall semester. Successful applicants generally have completed sufficient appropriate credits to be eligible for consideration, have applied by the annual deadline of January 15, have completed Connecticut’s essential skills testing requirement (Praxis I), have participated in successful interviews with faculty, have accumulated sufficient experience working with children, and practical experience in agriculture, have written acceptable essays, and have earned competitive cumulative grade point averages. Although the minimum admission standards of the Connecticut State Board of Education include at least a “B-” average for all undergraduate courses, teacher education programs offered by the Neag School of Education are generally more competitive.

4. Candidate Information (ATTACHMENT A, TABLE 1): 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 data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's) 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.

5. Faculty Information (ATTACHMENT B, TABLE 2): Complete information for each faculty member responsible for key content and professional coursework, clinical supervision, or administration in this program. Add more table rows as necessary.

SECTION II – ALIGNMENT OF ASSESSMENTS AND STANDARDS
6. In Table 3 (ATTACHMENT C), list the 6-8 assessments that are being submitted as evidence for meeting national or state content standards (whichever is applicable) and state general (CCT 2010) standards. **All programs must provide a minimum of six assessments.** For content areas that Connecticut does not require a state licensure test, programs must substitute an assessment that documents candidate attainment of content knowledge. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

7. In Table 4 (ATTACHMENT D) identify the assessment(s) that address each of the standards. One assessment may apply to multiple standards. Please insert the relevant national or state content standards below the general CCT 2010 standards.

**SECTION III – EVIDENCE FOR MEETING STANDARDS**

8. The 6-8 key assessments listed in Section II must be documented and discussed in Section III. The key assessments should be required of all candidates. Taken as a whole, the assessments must demonstrate candidate mastery of aligned standards. This means that the concepts in the aligned standards should be apparent in the assessments and in the scoring guides or rubrics to the same depth, breadth, and specificity as in the aligned standards.

For each assessment listed in Table 3, prepare one document that includes the following items (approx. two pages):

- A brief description of the assessment and its use in the program.
- A description of how the assessment specifically aligns with the cited standard(s).
- A brief analysis of data findings.
- An interpretation of how data findings provide evidence for meeting a standard(s).
- Attach the assessment, scoring guide or rubric, and data charts.

Organize your writing and documents by:

- **Content knowledge (Assessments 1 and 2):**
  1. Data licensure tests for content knowledge
  2. Additional assessment of content knowledge

- **Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4):**
  3. Assessment that demonstrates candidates can effectively plan classroom-based instruction.
  4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

- **Focus on student learning (Assessment 5):**
  5. Assessment that demonstrates candidate effects on student learning.

- **Additional Assessments (Assessments 6, 7 & 8):**
  6. Additional assessment that addresses standards (required).
  7. Additional assessment that addresses standards (optional)
  8. Additional assessment that addresses standards (optional)
SECTION IV – USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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).

Content Knowledge

Principle Findings:

The following assessments address content knowledge in the Agriculture Education programs:
Assessment 1: Agricultural, SAE, and FFA Experience, Assessment 2: Transcript Review and Grades Earned in Agriculture Courses, and Assessment 3: Agricultural Education Unit and Lesson Plans: Analysis of the data resulting from these assessments indicates that our candidates possess broad and rich knowledge of the discipline as gained through coursework and applied during the creation of their content area unit. They are well versed in content related to the various Agricultural domains including plant science, animal science, horticulture, & natural resources.

Interpretation of the Findings:

Data from the combined assessments indicate that Agriculture Education program graduates possess a solid base of content knowledge, thus suggesting adequate content area preparation.

Program Changes based on the Findings:

Although formal program changes don't seem warranted at this time, we will continue to work with the College of Agriculture and Natural Resources to foster the offering of necessary and relevant coursework for Agriculture students.

Professional and Pedagogical Knowledge, Skills, and Dispositions

Principle Findings:

The following assessments address professional and pedagogical knowledge, skills, and Dispositions:
Assessment 3, Lesson Plans Created throughout Student Teaching & Assessment 4, Student Teaching Evaluations. Analysis of the data resulting from these assessments indicates that our candidates possess broad and rich knowledge of pedagogical knowledge, skills, and dispositions as evidenced by their ability to create cohesive lessons that tend to aspects of excellent pedagogy:

a) Our candidates possess the ability to select and use appropriate materials in ways conducive to learning.
b) Our candidates plan and implement lessons that are aligned with standards, objectives, and assessments; are theoretically sound; and are likely to engage students with different interests, abilities, and learning styles.

c) Our candidates foster a community of learners committed to sharing ideas in a safe environment.

d) Our candidates assess student learning in multiple ways, both formally and informally, and use the results of such assessments to modify instruction as needed.

Interpretation of the Findings:

Data from the combined assessments indicate that Agriculture education program graduates possess the professional and pedagogical knowledge, skills, and dispositions necessary to be effective teachers. However, several faculty members in the larger teacher education program identified (through alumni survey data and informal interviews with candidates) a lack of knowledge on behalf of candidates surrounding their ability to support English Language Learners (ELL) in the classroom setting.

Program Changes based on the Findings:

In response to these data surrounding the instruction of ELLs, a teacher research group was formed. Members meet on a monthly basis to share concerns and emerging understandings of the process of language acquisition, the role of language in learning and assessment, cultural awareness and sensitivity, and classroom implications in the areas of planning, instruction, and assessment. The data generated from Assessments 3 & 4 reflect the results of such revisions. Additional work in this area is ongoing.

Student Learning

Principle Findings:

The following assessments address student learning in the Agriculture Education programs: Assessment 5, Student Teaching Videotaped Lesson Reflection Project. Analysis of the data resulting from this assessment indicates that 1) our candidates possess the ability to create an inclusive and supportive classroom environment that supports the learning of all students and fosters a safe place for the generation of a critical stance; 2) our candidates recognize and encourage connection to culture within, between, and among students and the larger communities in which they live; and 3) our candidates reflect carefully on the practices they employ and demonstrate a commitment to continued professional growth.

Interpretation of the Findings:

Data from the combined assessments, described above, indicate that secondary Agriculture education program graduates demonstrate a marked ability to affect student learning and create environments that support learning. However, the faculty has discussed the importance of looking more closely at how our student teaching candidates affect their students’ learning throughout the student teaching experience.

Program Changes based on the Findings:
In order to continue to maintain our candidates’ ability to affect student learning and create positive learning environments, and, moreover, to determine students learning over time, an assessment that seeks to capture the development of an academic skill over time will be created.
TABLE 1: CANDIDATE INFORMATION

DIRECTIONS: Provide three years of data on candidates enrolled in programs and completing programs, beginning with the most recent academic year for which numbers have been tabulated (add table rows as necessary).

<table>
<thead>
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<th>PROGRAM</th>
<th>Academic Year</th>
<th># of Candidates Enrolled in Program</th>
<th># of Program Completers</th>
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