Overview

Neag School of Education is the only named school or college at the University of Connecticut’s UConn. In 1999, it was renamed to honor UConn alumnus, Ray Neag, who gave $21 million; at the time, it was the largest gift ever given to any school of education in the country.

According to the 2013 rankings by U.S. News & World Report, the Neag School of Education is the #1 ranked public graduate school of education in the Northeast; ranked #17 among all public graduate schools of education surveyed; and, ranked #28 among all graduate schools of education across the nation. Additionally, three programs ranked in the top 20, Elementary Teacher Education (18), Secondary Teacher Education (18), and Special Education (12).

The Neag School of Education offers two programs leading to teacher certification:

- Integrated Bachelor’s/Master’s (IB/M) Teacher Preparation Program (IB/M)
- Teacher Certification Program for College Graduates (TCPCG)

The IB/M Teacher Preparation Program is a highly competitive five-year comprehensive teacher preparation program that integrates coursework and school-based clinic experiences facilitated by university and K-12 faculty in the preparation of pre-service teachers. Building on the existing strengths of the IB/M Teacher Preparation Program, the Neag School of Education developed the TCPCG for college graduates who wish to gain teacher certification. The TCPCG program is offered on the Greater Hartford, Waterbury, and Avery Point campuses. Both components of the Teacher Education program share a strong commitment to high standards, extensive clinical experience, and a focus on development of reflective and analytic practitioners, urban and multicultural issues in education, and teacher leadership.

Fields

Integrated Bachelor’s/Master’s (IB/M)
BS and MA in Education with concentrations in: Agriculture, Elementary Education, Secondary Education (English, History/Social Studies, Mathematics, Science, World Languages (Spanish, French, German), Music Education Comprehensive Special Education

Teacher Certification Program for College Graduates (TCPCG) MA in Education with concentrations in: Agriculture, English, History/Social Studies, Mathematics, Science, Special Education, World Languages

Special Features

The Neag School of Education’s Teacher Education program is:

- Based on principles established by the Holmes Partnership and the work of John Goodlad and his colleagues at the National Network of Educational Renewal.
- Nationally accredited by the National Council for Accreditation of Teacher Education (NCATE), as well as the Connecticut State Board of Education.
- Honored by the Carnegie Corporation as a Teacher for the New Era Teachers site, an initiative designed to improve teacher quality by reforming outstanding teacher preparation programs.
- Recognized by 40 states for students obtaining their certification through the National Association of State Directors of Teacher Education & Certification Interstate Contract.

Our Alumni

- Of the 178 candidates who graduated in May 2013 with a Master’s degree, 158 are now in certified positions.
- 162 out of 166 school districts in Connecticut employ Neag School alumni.
- A majority of our teacher preparation graduates stay in the classroom for 10 years or more, and in far greater numbers than their colleagues nationwide. In this study by an Connecticut economist conducted about five years ago, it was found that an impressive 73% of Neag teacher education graduates remain in the classroom 10 years after graduation. Among the non-UConn graduates in the sample group, just 58% were still teaching after 10 years. The national average (after 5 years) is estimated at 50%.

Faculty Total – 107

Tenure/Tenure Track – 80

Those in Tenure/Tenure Track who teach in Teacher Education are 27 representatives from the Department of Curriculum & Instruction, Educational Psychology, and Educational Leadership.
### Academic Performance as Measured by Test Results

A major initiative in Connecticut’s efforts to close the achievement gap is to improve students’ reading skills, particularly in the early grades. Beginning July 1, 2009, teacher candidates in Connecticut applying for an Integrated Early Childhood, NK–3 Endorsement (endorsement #113) or Elementary Education Grades K–6 Endorsement (endorsement #013) are required to take and pass the Connecticut Foundations of Reading test, a test of reading instruction knowledge and skills. This test assesses a candidate’s proficiency in and depth of understanding of the subject of reading and writing development by measuring areas of knowledge called subareas.

- 100% of our students pass the Connecticut Foundations of Reading test.

Connecticut law mandates a series of assessments to assure that each prospective teacher has essential skills in reading, writing, and mathematics, subject knowledge competence, and professional knowledge competence. As such, they are required to pass all sections on the Praxis I or receive a state-approved waiver on an alternative assessment.

- 100% of the students in IB/M have either passed Praxis I or were awarded a waiver acknowledge by the Connecticut State Department of Education.

Additionally, the Praxis II Exam is required by the state of Connecticut as pre-condition for certification for all areas except agriculture and foreign language. Students must complete and pass the Praxis II exam(s) in the respective certification area. The Neag School does not recommend teacher candidates for certification until passing the Praxis II requirement, as well as all other program completion requirements.

- Generally, about 97% of the students pass PAXIS II prior to the May graduation.

In examining the performance of our alumni on K-12 pupil performance, pilot studies found that pupils taught by those educated at the Neag School received higher overall and strand scores in reading and mathematics than those educated by non-alumni. After controlling for previous achievement, this pattern also existed when examining vertical scale scores in reading and mathematics.

### Teachers Employed in Connecticut School Districts

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<thead>
<tr>
<th>Field</th>
<th>Total</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>29</td>
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<tr>
<td>Music</td>
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<tr>
<td>Elementary</td>
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<tr>
<td>English/LA</td>
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<tr>
<td>Mathematics</td>
<td>211</td>
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<td>Science</td>
<td>211</td>
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<td>Social Studies</td>
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<td>Special Education</td>
<td>424</td>
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<tr>
<td>World Languages</td>
<td>103</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<th>Level</th>
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<tr>
<td>Elementary</td>
<td>928</td>
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<tr>
<td>Middle</td>
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<td>High</td>
<td>816</td>
<td>34.9</td>
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<tr>
<td>Other</td>
<td>142</td>
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<td><strong>Total</strong></td>
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<td><strong>100</strong></td>
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A DRG (District Reference Group) is the method used to describe Connecticut’s public schools. They range from A – I, with “H” and “I” characterized as urban communities.

### Teachers Employed in Connecticut School Districts

On the Employer Survey for principals, 92.4% gave the program a “B” or better regarding their satisfaction with the program. When superintendents were asked to compare Neag School teacher preparation program graduates to other professional educators with a similar level of teaching experience, in 2008, 80% rated Neag School graduates in either the “top 20% or better” of professional educators. More current results now indicate that 91.5% of respondents rated Neag School graduates in either the “top 20% or better” of professional educators, demonstrating an 11% increase in the overall ratings of teachers from the Neag School. Furthermore, 95.6% of respondents indicated that Neag graduates stand out in a positive way in the school/district.

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