

## Complete Report Card

AY 2012-13

### Institution Information

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

Address: 249 Glenbrook Road  
Unit 3064  
Storrs, CT, 06269-3064

Contact Name: Dr. Yuhang Rong  
Phone: 8604863816  
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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?
Integrated Bachelor's and Master's Program	No
Teacher Certification for College Graduates	No
<b>Total number of teacher preparation programs: 2</b>	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
 Junior year Post Graduate

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://www.education.uconn.edu/howtoapply/>

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

The University offers two initial teacher preparation programs. The Integrated Bachelor's and Master's Program (IB/M) admits candidates in their undergraduate junior year. Candidates complete their program requirements in the fifth years and graduate with a master's degree. The Teacher Certification Program for College Graduates (TCPCG) admits candidates with an undergraduate degree in a subject field. Candidates complete the program with a Master's degree. The University recommends candidates for state certification only after they have completed all program requirements (in either program) and have passed all state licensing tests.

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	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

2.75

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

3.51

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

3.47

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.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
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	No	Yes
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

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

3

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

3.35

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

3.99

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:	228
Unduplicated number of males enrolled in 2012-13:	47
Unduplicated number of females enrolled in 2012-13:	181

<b>2012-13</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	14
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	7
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	176
Two or more races:	0

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	162
Average number of clock hours required for student teaching	455
Average number of clock hours required for mentoring/induction support	0

Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	33
Number of students in supervised clinical experience during this academic year	346

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

Clinic experiences – working in classrooms and schools with children and in collaboration with skilled certified teachers – is a central activity in the teacher education program. Over the course of the program, students complete the equivalent of six semesters, an average of 1200 hours, of clinic-based experiences for the IBM program and four semesters for the post-graduate TCPCG program. The experiences become increasingly complex and demanding as students make their way through the program.

Clinic experiences are designed to complement the university course work students are taking concurrently with their clinic placement. Each semester students are also enrolled in a small seminar with other students who are at the same phase in the program and who are working in the same school district during their clinic placements. In these seminars, students are expected to talk and write about what they are doing in and learning from their clinic placements, how their learning in clinic is related to their learning in their university courses, and how their understandings of students, teachers, schools, and teaching is changing as a function of their varied learning experiences. The goal of the Clinic/Seminar/Core structure that runs throughout the program is to provide the students with the information, the experience, and the opportunity needed to engage in substantive analysis of and reflection upon the enormous and complex task of educating the youth of this country.

See: <http://teachered.education.uconn.edu/programs/ibm/clinical-experience/clinical-expectations/>

#### 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. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	28
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	41
Teacher Education - Junior High/Intermediate/Middle School Education	

Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	6
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	29
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	27
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	24
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	15

Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	1
Teacher Education - Spanish	7
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
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
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Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	3
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	36
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	37
Teacher Education - Music	13
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	8
Teacher Education - Social Science	

Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	20
Teacher Education - Physics	1
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	1
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	1

Liberal Arts/Humanities	2
Psychology	
Social Sciences	
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	1
Visual and Performing Arts	
History	9
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	8
English Language/Literature	11
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	1
Engineering	2
Biology	7
Mathematics and Statistics	8
Physical Sciences	

Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	1
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	12
Specify: Journalism/Horticulture/Environmental Science/Biochemistry/Social Work/General Studies/Natural Resou	

#### Section I.f Program Completers

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

2012-13: 190

2011-12: 209

2010-11: 159

#### 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?

25

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:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas.

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

Our Teachers for the New Era efforts have resulted in several collaborative teacher recruitment projects with arts and sciences departments on Mathematics, biology, Chemistry, Modern and Classical Languages. We have built more shared understanding of both the arts and sciences and education fields, developed courses, shared ideas, conducted research, and written joint grants aimed at teacher recruitment. We developed a dual degree option for teacher education students so they could also complete degrees in the arts and sciences fields.

In 2009, we applied for and received nearly \$1 million in Robert Noyce Scholarship for arts and sciences students who wanted to enter the teaching profession in mathematics and sciences. We have partnered with the Connecticut Association of Urban Superintendents to strengthen our placement efforts in conjunction with the grant program. In addition, through the Teachers for the New Era, we have established other endowed scholarships in mathematics and sciences.

We hired an additional academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to culture centers, outreach to Connecticut high schools, and target advising and information sessions.

We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarship, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.

Provide any additional comments, exceptions and explanations below:

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?

25

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?

25

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?

25

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:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas.

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

Our Teachers for the New Era efforts have resulted in several collaborative teacher recruitment projects with arts and sciences departments on Mathematics, biology, Chemistry, Modern and Classical Languages. We have built more shared understanding of both the arts and sciences and education fields, developed courses, shared ideas, conducted research, and written joint grants aimed at teacher recruitment. We developed a dual degree option for teacher education students so they could also complete degrees in the arts and sciences fields.

In 2009, we applied for and received nearly \$1 million in Robert Noyce Scholarship for arts and sciences students who wanted to enter the teaching profession in mathematics and sciences. We have partnered with the Connecticut Association of Urban Superintendent to strengthen our placement efforts in conjunction with the grant program. In addition, through the Teachers for the New Era, we have established other endowed scholarships in mathematics and sciences.

We hired an additional academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to culture centers, outreach to Connecticut high schools, and target advising and information sessions.

We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarship, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.

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?

25

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?

25

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?

Yes

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

25

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

Yes

Description of strategies used to achieve goal, if applicable:

The Neag School has implemented several strategies for increasing the number of teachers in each of the critical shortage areas. We continuously track and report on the number of applicants, admitted students, and graduates of the critical shortage areas. We use all public opportunities with potential teacher candidates to discuss critical shortage areas, the advantage of teaching and financial aid available in some of the areas.

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

We have partnered with the Connecticut Association of Urban Superintendent to strengthen our placement efforts. In addition, through the Teachers for the New Era, we have established other endowed scholarships in special education.

We hired an additional academic advisor, whose work focuses on pre-education majors and recruitment of first and second year students. Her efforts have included teaching a First Year Experience course, outreach to culture centers, outreach to Connecticut high schools, and target advising and information sessions.

We have learned about and clearly advertised to our candidates federal and state financial aid programs (TEACH grant, Weisman Scholarship, etc) targeted at meeting needs in critical shortage areas. We guide students to apply for and secure federal and state financial aid grants for which they are eligible.

Provide any additional comments, exceptions and explanations below:



Academic year 2013-14

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

Yes

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

25

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

25

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:

Based on evidence-based research, we have found that we needed to address classroom management and working with ELL students. For the former, we have developed and implementing a required course on classroom management incorporating Response to Intervention (RTI). For the latter, methods faculty are modifying curriculum to incorporate strategies working with ELL students.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	178	12	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	174	12	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	11	164	9	82
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	174	10	100
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	9			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0242 -CHEMISTRY CONTENT ESSAYS Educational Testing Service (ETS)	2			

All program completers, 2010-11				
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) Other enrolled students	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0571 -EARTH AND SPACE SCIENCES - CK Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0353 -ED OF EXCEPTIONAL STUDENTS CORE CK Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2011-12	37	163	37	100
ETS0012 -ELEM ED CONTENT AREA EXERCISES Educational Testing Service (ETS) All program completers, 2010-11	37	166	37	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	37	187	37	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	37	188	37	100
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS)	31	183	22	71

All enrolled students who have completed all noncl				
ETS5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2012-13	22	186	20	91
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	31	186	29	94
ETS5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2012-13	16	186	16	100
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	32	173	18	56
ETS5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2012-13	22	179	20	91
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All enrolled students who have completed all noncl	31	169	21	68
ETS5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2012-13	20	175	19	95
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	185	10	83
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) Other enrolled students	19	180	17	89
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2012-13	27	182	27	100
ETS0044 -ENG LANG LIT COMP CONTENT & ANALYSIS Educational Testing Service (ETS) All program completers, 2011-12	12	184	12	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	12	188	12	100
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS)	19	189	19	100

All program completers, 2010-11				
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	13	168	13	100
ETS0042 -ENG LANG LIT COMP ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	19	166	19	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	28	269	28	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2012-13	37	268	36	97
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2011-12	38	271	38	100
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2010-11	37	272	37	100
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS)	1			

Other enrolled students				
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0433 -GENERAL SCIENCE CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	169	22	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	24	164	24	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	18	156	18	100
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	10	163	10	100
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All enrolled students who have completed all noncl	10	159	10	100
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2011-12	11	165	11	100
ETS0111 -MUSIC CONCEPTS AND PROCESSES Educational Testing Service (ETS) All program completers, 2010-11	13	167	13	100
ETS0114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	176	14	93
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	179	11	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	11	173	11	100
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS)	13	175	13	100

All program completers, 2010-11				
ACT1006 -OPI FRENCH American Council on the Teaching of Foreign Language All program completers, 2011-12	2			
ACT1007 -OPI GERMAN American Council on the Teaching of Foreign Language All enrolled students who have completed all noncl	1			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2012-13	4			
ACT1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2011-12	9			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) Other enrolled students	1			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0262 -PHYSICS CONTENT ESSAYS Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	3			
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	2			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	62	179	62	100



All enrolled students who have completed all noncl				
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	26	179	26	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	43	179	43	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	44	180	44	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	32	179	32	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	63	179	63	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	26	180	26	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	44	180	44	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	44	180	44	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	32	180	32	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	63	177	63	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	26	177	26	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	44	178	44	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	45	177	45	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	32	179	32	100
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS)	30	185	29	97

All enrolled students who have completed all noncl				
ETS0622 -PRINC LEARNING AND TEACHING K-6 II Educational Testing Service (ETS) All program completers, 2012-13	13	184	13	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	22	181	22	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	26	184	26	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2011-12	20	179	20	100
ETS0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2010-11	12	182	12	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	170	11	73
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	17	179	17	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	25	175	24	96
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	24	173	24	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	16	173	15	94
ACT2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2011-12	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2012-13	2			
ACT2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2011-12	9			

Section III Summary Pass Rates

Group	Number	Number	Pass
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	<b>taking tests</b>	<b>passing tests</b>	<b>rate (%)</b>
All program completers, 2012-13	169	162	96
All program completers, 2011-12	169	169	100
All program completers, 2010-11	128	127	99

#### 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.

The Neag School of Education recognizes the critical role that technology plays in the development of human knowledge and

advancement; it is committed to provide up-to-date technology to its candidates.

Candidates are expected to apply appropriate technology in their teaching, learning, and professional activities. At the initiation of their respective teacher preparation program, candidates are required to arrive with specific multimedia applications available to them (e.g., laptop with MS Office, Taskstream). With program faculty facilitating candidate skill development and understanding, these technologies are utilized across the teacher preparation sequence in activities such as project web design, electronic portfolio, and clinical experiences (which include student teaching) while incorporating the principles of universal design.

## 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.

All candidates take a course designed to embrace instruction for students with exceptionalities (which includes individualized education teams and plans). Additionally, at least one of the five clinical experiences is in a special education setting and instruction in the methods classes deal with differentiation of instruction for all learners (encompassing special education, gifted and talented, and limited English proficient). In addition, the candidates are required to take a course on teaching English language learners. The faculty has initiated a professional network to enhance their own knowledge and research on working with students with limited English proficiencies.

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Does your program prepare **special 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 **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.

In addition to all requirements listed above, all candidates in special education are instructed to meet national and state standards, receive training on becoming an active collaborative member of the individualized education program team, develop/ implement/ monitor individualize education plans, and assess in 18 research-based teaching practices which candidates need to demonstrate during their student teaching experience.

#### 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.

As part of the 1939 reorganization of the University of Connecticut, the School of Education was formally created. The School of Education received a vote of confidence in 1999 when Ray Neag, an alumnus of the University, committed \$21 million to the School of Education for faculty and program support and development. Mr. Neag's transformational gift to the School, which now bears his name, was the largest ever given to a school of education nationally, as well as the largest single gift to a public university in New England. The Neag School of Education has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954, one of the first groups of institutions accredited by the organization. In the past decade, the Neag School of Education rose from nationally unranked to the Number One public Graduate School of Education in the northeast, and Number 28 in the nation by the U. S. News and World Report. Just this month, it was announced that three of our teacher education programs are ranked within the top 20 in the nation: Elementary Education is ranked 18th, secondary education is ranked 18th, and Special Education is ranked 12th. Additional information on our teacher preparation can be found at: <http://www.education.uconn.edu>. On April 4, 2014, we received the clarification from WESTAT that "program completers were never to be included in the enrollment count for Title II purposes, and reporting enrollees only, and not program completers, in this section would ensure consistency with data from ETS." Therefore, there is a drop of enrollment figures this year as we have included completers in the enrollment figures in the past years. This policy effectively requires us not to report any enrollment figure in our post-graduate TCPCG program because it is a one-year program, where enrollment numbers equal to completion numbers.

### **Supporting Files**

## **Complete Report Card**

AY 2012-13