



University of Hartford  
Traditional Report AY 2021-22  
Connecticut



100% COMPLETE  
STATUS: IN PROGRESS

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS



CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Sood

**PHONE**

(860) 768-4359

**EMAIL**

sood@hartford.edu

## List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. ([§205\(a\)\(C\)](#))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	Both	
13.1202	Elementary Education	Both	
13.1	Special Education	Both	
13.1305	Teacher Education - English/Language Arts	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	

**Total number of teacher preparation programs:**

6

# Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

## THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

### 1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

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. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

405

Number of clock hours required for student teaching

560

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

### Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Years required of teaching as the teacher of record in a classroom

### All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

2

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

6

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

118

Number of students in supervised clinical experience during this academic year

59

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

The supervised clinical experiences at The University of Hartford are all fourteen weeks in length. Half day experiences are the Practicum placements (Integrated Elementary and Special Education, and Secondary Education) and the first semester of Student Teaching placements for Early Childhood majors. Unlike full-day Student Teaching, these experiences introduce our students to the role of teacher as classroom leader. While they will be responsible for teaching the entire class as well as in a small group, they will not be responsible for taking over the classroom and planning all lessons on a daily basis. What they learn in Practicum/Student Teaching 1 is carried over and implemented during their full-day Student Teaching placement the following semester. Students are expected to be fully engaged in the planning and teaching of day-to-day lessons for their students. In this placement, it is expected students will take over the class (all aspects of the teaching role) for two or more weeks. Each student is assigned a mentor teacher and university supervisor.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	350
Subset of Program Completers	107

Gender	Total Enrolled	Subset of Program Completers
Male	44	10
Female	306	97
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	12	5
Black or African American	33	6
Hispanic/Latino of any race	42	12
Native Hawaiian or Other Pacific Islander	0	0
White	241	79



Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	1
No Race/Ethnicity Reported	14	4

# Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

## THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="70"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="10"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	27
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	27
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input type="text"/>	0

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Does this teacher preparation provider grant degrees upon completion of its programs?

- Yes  
 No

No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	70
13.1202	Teacher Education - Elementary Education	10
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	27
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	0
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	0
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	27
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

**Note:** This section is preloaded from the prior year's IPRC.

1. Program 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  
 No

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

- Yes  
 No

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

- Yes  
 No  
 Program does not prepare special education teachers

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

- Yes  
 No

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

We hold meetings with our partner school colleagues 3x/academic year to ask for actionable feedback to improve our programs. These partners are also part of our data review and individual program review sessions. As part of the undergraduate teacher preparation program, candidates are introduced to field experiences in their first semester and are expected to complete over 150 hours of field experience before completing a half-day practicum for one semester and a full-day student teaching in their senior year. Throughout coursework and within clinical experiences, students focus on meeting needs of a variety of students with learner variation in mind. Finally, the department chair attends quarterly meetings at the SDE to keep updated on requirements as they change.





# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

We will be preparing 5 teachers in mathematics in 2021- 22, but will not be enrolling new students because the program will be discontinued.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

We will be preparing 3 teachers in mathematics in 2022- 23, but will not be enrolling new students because the program will be discontinued.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

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- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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 teacher preparation 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\(a\)\(1\)\(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Keeping current enrollment trends in mind we have set the goal of 30. We will continue to attend recruitment events and follow the recruitment and retention plan that was put in place for the academic year. We will continue: 1. Outreach efforts to school and college recruitment fairs 2. Contact school districts to plan and participate career fairs and information session event(s). 3. Send out email campaigns 4. Schedule college visit days and online information sessions 5. Promote online presence through - Facebook, Spotify, Instagram out email campaigns 6. Schedule college visit days and participate in online classes 7. Invite all admitted first-year students to attend class attend. 8. We will work with school district administrators to establish innovative pathways for their not certified staff to get certified.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

30

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

50

# 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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

## Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- Yes
- No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
- No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:



## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

## Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

**Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.**

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson Other enrolled students	7			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	9			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
ESP5002 -EARLY CHILDHOOD EDUCATION TEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) Other enrolled students	18	175	16	89
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	22	173	18	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	24	175	23	96
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	31	177	27	87
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) Other enrolled students	15	172	14	93
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2021-22	22	168	20	91
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	24	173	24	100
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	31	174	30	97
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) Other enrolled students	10	175	9	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	20	172	18	90
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	23	170	21	91
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	29	172	27	93
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	9			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	20	165	18	90
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	22	166	21	95
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	29	169	27	93
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5039 -ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	3			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	23	236	15	65
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	27	241	18	67
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	23	248	21	91
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2021-22	37	243	28	76
ESP0190 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	6			
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2020-21	34	256	32	94
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2019-20	35	248	28	80
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	17	166	12	71
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2020-21	14	169	12	86
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	22	169	19	86
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2021-22	49	172	47	96
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2020-21	31	174	30	97
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2019-20	22	177	22	100

## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	63	50	79
All program completers, 2020-21	58	52	90
All program completers, 2019-20	50	42	84

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

**Note:** This section is preloaded from the prior year's IPRC.

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCATE/CAEP

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

## Use of Technology

1. 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. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

 Yes

 No

- b. use technology effectively to collect data to improve teaching and learning

 Yes

 No

- c. use technology effectively to manage data to improve teaching and learning

 Yes

 No

- d. use technology effectively to analyze data to improve teaching and learning

 Yes

 No

2. 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.

In some of our programs, teacher candidates create innovative projects that focus on new technologies and the ways they can be used to support teaching and learning; assessment; and, classroom management. The use of technology is stressed during the practicum and student-teaching seminar and is expected to be discussed during weekly student reflections. Supervisors review classroom lesson plans looking for specific examples of the use of technology and providing suggestions and ideas of its greater use. The use of technology is formally observed and commented on in education courses and in the evaluation process. Methods courses as well as practicum and student teaching seminars require that lesson and unit plans included within a candidates' portfolio show strong evidence of the use of technology to reach many ability groups. Some examples of technology integration in special education coursework includes the exploration of technology to collect, score, analyze and interpret data for screening and diagnosis purposes. Student are also required to complete the google and apple teacher certificate. In addition, our candidates are required to put together a technology grant for their future classroom. This requires them to research the technology that is available explain why they would want that in their future classrooms.





# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year's IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

Preservice general education teachers are prepared to teach students with disabilities effectively through coursework and included clinical (fieldwork and student teaching placements). Coursework includes review of special education screening and diagnosis, differentiated instruction, learning disabilities, intellectual disabilities, emotional and behavioral disabilities, and the psychology of exceptionalities. Recently, rubrics for all programs were revised to more discretely include best practice expectations for including students identified with disabilities.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates are introduced to the Individualized Education Program (IEP) and trained to be active members of IEP teams across all four years of their teacher preparation program. They are first introduced to the IEP process in their first semester sophomore year (Psychology of Exceptionalities). We invited our partners who were trained on using the new IEP to come talk to our teacher candidates. The faculty teaching these course will also be getting trained so that they can train teacher candidates. During the SO semester students are introduced to the different disability categories and are provided with an overview of the IEP process. Students are also introduced to the basic components of the IEP document. Starting Junior year all special education courses cover some aspect of the IEP. In the first semester junior year students take a course on differentiated instructions and are encouraged to have conversations with their fieldwork teachers about how they differentiate instruction to meet the needs of all students, but especially for those who have an IEP. During the second semester Junior year teacher candidates take a course on Learning Disabilities and once again are required to work with their cooperating teachers to not only design a whole class lesson plan, but to take it a step further and design and implement and small group and one-on-one lesson plan. Candidates are required to work with their Cooperating Teachers to make sure that their lessons focus on students IEP goals and objectives. In their first semester senior year teacher candidates are in their ½ day student teaching placement and are also take a course on emotional and behavior disabilities. During this semester, students are placed in inclusive classrooms and required to work with their cooperating teacher to meet academic, emotional, and behavioral needs of all students. They are required to review existing IEPs, attend PPT meetings and assist the teacher in implementing instruction that helps with overall academic development of their students. In this semester teacher candidates also learn how to implement a functional behavioral assessment (FBA) and design a behavioral intervention plan.

#### c. Effectively teach students who are limited English proficient.

General education pre-service teachers are prepared to teach students of all abilities, including English Language Learners (ELL). Pre-service teachers are taught the foundations of language and reading comprehension through coursework in reading and language arts instruction and language, literacy, and linguistic diversity. Paired with coursework on differentiated instruction, the preservice teachers learn how to modify language acquisition learning for all students. Additionally, many of our clinical settings are dual language or have ELL students in them. In a mentorship model with a Cooperating Teacher and University, these preservice general education teachers learn to effectively teach students who are limited English proficient. These fieldwork experiences are always paired with coursework led by experienced faculty so that the practice in the field is supported by and ground in background knowledge and theory. The student teaching experience always includes an observational process through which an experienced, trained supervisor provides repeated feedback. Students also participate in Connecticut English Language Proficiency Webinars as part of their preparation.

## 2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

Special education preservice teachers are prepared to teach students with disabilities effectively through coursework and clinical experiences. Preservice special education teachers undergo a rigorous curriculum that includes current issues, classroom environment and management, consultation procedures, transition strategies, the assessment process, and curricular strategies. In addition, students are placed in special education clinical experiences where they work with mentors to put their learning into practice. They are privy to all parts of the special education process and take on responsibility for planning, teaching, and assessing in the experience. These fieldwork experiences are always paired with coursework led by experienced special education faculty so that the practice in the field is supported by and ground in background knowledge and theory. The student teaching experience always includes an observational process through which an experienced, trained supervisor provides repeated feedback.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Candidates are introduced to the Individualized Education Program (IEP) and trained to be active members of IEP teams across all four years of their teacher preparation program. They are first introduced to the IEP process in their first semester sophomore year (Psychology of Exceptionalities). We invited our partners who were trained on using the new IEP to come talk to our teacher candidates. The faculty teaching these course will also be getting trained so that they can train teacher candidates. During the SO year semester students are introduced to the different disability categories and are provided with an overview of the IEP process. Students are also introduced to the basic components of the IEP document. Starting Junior year all special education courses cover some aspect of the IEP. In the first semester junior year students take a course on differentiated instructions and are encouraged to have conversations with their fieldwork teachers about how they differentiate instruction to meet the needs of all students, but especially for those who have an IEP. During the second semester Junior year teacher candidates take a course on Learning Disabilities and once again are required to work with their cooperating teachers to not only design a whole class lesson plan, but to take it a step further and design and implement and small group and one-on-one lesson plan. Candidates are required to work with their Cooperating Teachers to make sure that their lessons focus on students IEP goals and objectives. In their first semester senior year teacher candidates are in their ½ day student teaching placement and are also take a course on emotional and behavior disabilities. During this semester, students are placed in inclusive classrooms and required to work with their cooperating teacher to meet academic, emotional, and behavioral needs of all students. They are required to review existing IEPs, attend PPT meetings and assist the teacher in implementing instruction that helps with overall academic development of their students. In this semester teacher candidates also learn how to implement a functional behavioral assessment (FBA) and design a behavioral intervention plan. In addition, students in the integrated program take a course on screening and diagnosis where they learn all about the comprehensive assessment process that leads up to the development of an IEP. In this course teacher candidates learn how to implement, analyze, and interpret standardized assessment results. They also learn how to determine recommendations based on data that they collect. During this semester students are introduced in detail to the IEP process and the paperwork that goes with it. In their last semester senior year, candidates are in their full-time student teaching placement and they learn how to write an IEP. In this semester they complete two assignments that focus on the IEP process. For the first assignment they write an IEP for a student based on a case-study and for the second they collaborate with their cooperating teacher and write an IEP for a student from their student teaching placement. Candidates are also required to attend PPT and IEP meetings whenever possible.

### c. Effectively teach students who are limited English proficient.

Special education pre-service teachers are prepared to teach students of all abilities, including limited English proficient students. Many of our pre-service special education teachers are taught the foundations of language and reading comprehension through coursework in reading and language arts instruction and language, literacy, and linguistic diversity. Those who do not undergo this coursework are Masters students who enter into the program with relevant experience. Paired with coursework on special education instruction, the preservice teachers will be able to modify language acquisition learning for those who are limited English proficient. Additionally, many of our clinical settings are dual language or have English language proficient students in them. In a mentorship model with a Cooperating Teacher, these preservice general education teachers learn to effectively teach students who are limited English proficient. These fieldwork experiences are always paired with coursework led by experienced faculty so that the practice in the field is supported by and ground in background knowledge and theory. The student teaching experience always includes an observational process through which an experienced, trained supervisor provides repeated feedback.

## Contextual Information

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On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The number of students reporting ethnicity does not reflect the total number of students enrolled in the programs (Section 1c). This is due to the fact that reporting ethnicity is not a requirement by the university, hence students did not report their ethnicity.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

## Certification of review of submission

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 *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE: