

## **Chapter 11**

### **Connecticut Program Approval Standards**

**Connecticut State Department of Education  
Teacher Preparation Program Approval Standards**

*standards  
currently being  
revised*

The overall quality of the instructional program of an institution of higher education is confirmed through accreditation of the New England Association of Schools and Colleges and by the Connecticut Board of Governors for Higher Education. Teacher preparation programs operate within the larger institution and include all of the studies and experiences which lead students to certification as teachers or as other certified personnel in public schools. These programs, including all individual components which lead to certification in a particular field, are reviewed for approval by the State Board of Education.

The set of standards listed below is used as the basis for evaluation of an institution's teacher preparation programs. Basic assumptions underlie the standards:

- planned and balanced programs of study, which include the major fields of knowledge, are required of all teacher preparation students;
- the programs must provide rigorous experiences in one's chosen field;
- the programs must reflect cultural diversity and prepare educators to meet the practical demands their positions will place upon them in the schools;
- the programs must establish symbiotic relationships with public schools; and
- the programs must be supported by the total institution.

The standards are divided into eight categories: General Requirements, Curriculum, Evaluation, Students, Faculty, Administration, Facilities and Resources and Other Requirements. Together, the standards address the critical questions of ensuring quality in the teaching profession: who is admitted to the preparation programs, what happens in those programs, and who ultimately is recommended for certification. The standards are a means to an end -- quality teaching in the schools -- rather than an end in themselves. Each category is summarized below.

**General Requirements.** The standards require concise and current statements of both the institution's and the teacher preparation programs' purposes and objectives.

**Curriculum.** Teacher preparation programs must provide a planned and balanced program of instruction leading to the acquisition of the knowledge and skills defined in the Connecticut Teaching Competencies, study in general education, academic subject area major, professional course work, broad elective fields, and preparation of students to work with culturally diverse populations.

**Evaluation.** These standards require broad representation of constituencies in policy development, systematic evaluation and modification of the teacher preparation program by cooperating teachers and supervising professors, and evaluation of efforts to recruit underrepresented minority faculty and students for teacher preparation programs.

**Students.** This section describes the academic requirements for admission to teacher preparation programs, clarifies pre-student teaching requirements, student teaching placements, and the length of the student teaching experience.

**Faculty.** The standards require planned professional development activities for all teacher preparation faculty to keep them up-to-date in their fields and to provide firsthand knowledge about effective teaching and the role and responsibilities of cooperating teachers. Faculty are expected to collaborate with public school personnel.

**Administration.** Cooperative arrangements with elementary and secondary schools must be established formally, and teacher preparation programs must have a management plan for the delivery of services to local school districts. Such plans must include the types of services to be delivered, staffing, resources, support and evaluation of service activities.

**Facilities and Resources.** This category emphasizes the necessity for providing adequate administrative support, library holdings, instructional media services and resources, including access to advanced technology and information data bases for campus and off-site locations.

**Other Requirements.** The standards in this category specify additional requirements which the institutions must address

The degree to which all of the standards are met will guide the Review Committee as it decides on program approval recommendations for the State Board of Education.

### **Institutional Self-examination Report**

The institution seeking approval for its teacher preparation programs shall complete and submit a self-study which examines the institution's programmatic response to each program approval standard and statutory requirement. The institution's Self-Examination Report must include a completed Institutional Information Summary for each five-year approval cycle. Forms and additional information relating to the Institutional Self-Examination Report are available upon request. Each standard suggests evidence which may be presented for program approval by the institution. The list of evidence is not all inclusive, and the institution may choose to supplement it.

#### **1.0 GENERAL REQUIREMENT**

The institution and the teacher preparation program(s) have clear and current statements of mission and purpose.

Evidence:

- Officially adopted statements of mission and purpose, including the most recent date of adoption.

#### **2.0 CURRICULUM**

The curriculum shall provide for a planned and balanced program of study that is directed toward program objectives and the Connecticut Teaching Competencies. The basic components of this curriculum shall include study in general education, an academic major, professional education course work, and broad elective study in academic fields. All teacher preparation programs shall provide:

- 2.1 A broad general education as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agendas, related regulations and the requirements of the institution.

Evidence:

- List of the institution's general education requirements
- Sample transcripts

- 2.2 Review at least every five years from the last self-examination the requirements and recommendations developed by learned societies and professional associations, and consideration of incorporating such requirements and recommendations into the programs.

Evidence:

- List of learned societies and professional association standards and requirements
- Evidence that consideration is given to recommendations of learned societies and professional associations
- Evidence that recommendations have been utilized, where appropriate

- 2.3 Depth of study derived from a well-planned sequence of courses and experiences that include theoretical and practical knowledge as defined in existing state certification regulations and the requirements of the institution.

Evidence:

- List of requirements for each subject area major
- Sample transcripts

- 2.4 Study in professional education which is designed to give an understanding of:

- A) Early childhood, elementary, or middle grades;
- B) Secondary academic areas; or
- C) Special subjects, fields, or instructional areas.

(See Regulations Concerning State Educator Certificates, Permits and Authorizations for specific details.)

## Evidence:

- Course outlines or syllabi
- Content of professional education courses reflects state curriculum guidelines
- Curriculum is based on established and current research findings and prepares students to meet the existing expectations for practitioners in Connecticut public schools

- 2.5 Professional studies components which prepare education students to work effectively with culturally diverse populations.

## Evidence:

- Course outlines and syllabi reflect multicultural and global perspectives
- Students are placed with culturally diverse populations for pre-student teaching observations
- Student teaching placements for students are made in at least one setting in which culturally diverse populations are prevalent

- 2.6 A description of program goals and objectives in each of the endorsement areas for which approval has been requested.

## Evidence:

- Statement of expected student outcomes for each endorsement area
- List of goals and objectives in each area

- 2.7 A planned sequence of courses and experiences that meets the program objectives and the appropriate certification regulations.

## Evidence:

- List of the planned sequence of experiences for each endorsement area including general and professional courses and any non-academic activities required, such as volunteer activities and field experiences prior to student teaching

- 2.8 A written policy concerning independent study for credit in professional education.

## Evidence:

- Policy statement
- Samples of written plans of study
- List of supervising professors
- Samples of student work

- 2.9 If academic credit is awarded for activities of a special nature, the activities meet established institutional criteria.

## Evidence:

- List of special activities (off campus courses, clinics, workshops, study abroad, etc.) offered within last year
- Criteria used to award credit

- 2.10 Instruction leading to the acquisition of the Connecticut Teaching Competencies.

## Evidence:

- Ways in which faculty have developed familiarity with Connecticut Teaching Competencies
- List of course objectives correlated with the Connecticut Teaching Competencies

- 2.11 Opportunities to develop and practice the Connecticut Teaching Competencies in a variety of simulated and actual teaching settings throughout the preparation program.

## Evidence:

- Ways in which students develop and practice the competencies, such as video-taping,

- seminars, field experiences, simulated classes, practice lessons, role playing, etc.
- List of schools in which students do clinical observations
- Description of the context in which pre-clinical observations are done (preparation before and requirements following observations, such as papers or discussions)

2.12 The opportunity to demonstrate attainment of the appropriate Connecticut Teaching Competencies in a culminating clinical activity of supervised student teaching of ten or more weeks of full day experience, or the equivalent thereof, as defined by the university calendar.

Evidence:

- Samples of evaluation forms incorporating Connecticut Teaching Competencies used by cooperating teachers and supervising professors in assessing student teaching performance.
- List of schools where student teachers are placed in the current semester

### **3.0 EVALUATION**

A systematic evaluation procedure shall be established which includes:

3.1 The involvement of a broad representation of constituencies such as faculty, students, graduates and community representatives in its planning, policy development and implementation.

Evidence:

- A formal process to involve a broad representation of the educational community such as faculty, students, graduates, current practitioners, and community representatives in the planning, implementation and evaluation of the program
- List of people involved
- Minutes and dates of meetings
- Description of means by which input has been sought from faculty, students, and graduates
- Description of means by which faculty are involved in determination of policies

3.2 Monitoring program effectiveness by regular review of evaluations of student teachers submitted by cooperating teachers and supervising professors.

Evidence:

- Samples of student teacher evaluations done by both cooperating teachers and university supervisors
- Evidence of analysis of the data gathered from evaluation forms

3.3 Assessment of the program as reflected in the performance of graduates within two years after they enter the teaching profession in Connecticut, including evidence of their performance in relation to the stated program objectives and Connecticut Teaching Competencies.

Evidence:

- Description of procedures used to ascertain graduate performance
- Reports of performance of graduates in the Beginning Educator Support and Training Program
- Evidence of identification of strong and weak components of the program based upon the results of the beginning educator assessment and other assessments

3.4 Assessment of the program by students and graduates of the program.

Evidence:

- Description of the process used to gather evaluation data from students and graduates
- Results of student evaluations
- Results of surveys of graduates
- Analysis of the data gathered from surveys and evaluation forms based upon program objectives

3.5 Use of the results of the evaluation process in the modification and improvement of teacher preparation programs

Evidence:

- Description of the process used to effect changes in the program based upon the analysis of the data collected and analyzed as required in standards 3.2, 3.3, 3.4 as appropriate
- Description of changes, as appropriate, in the teacher preparation programs made as a result of data collection and analysis

3.6 An evaluation of efforts to recruit underrepresented minority faculty and students to the program.

Evidence:

- Policy statement on the recruitment of minority faculty and students for teacher education
- Written plan which addresses underrepresented faculty and students in the teacher preparation programs

#### 4.0 STUDENTS

Essential characteristics are:

4.1 Appropriate academic and nonacademic standards are stated and enforced. All students are admitted to the teacher preparation program prior to initiation of arrangements for student teaching. These standards shall include, but not be limited to:

- A) prior to admission to the teacher preparation program, passing of the state mandated skills examination in mathematics, reading and writing, (PRAXIS I CBT) or the approval of a waiver based upon other test results as determined by the State Board of Education;
- B) at least a B-minus average for all undergraduate courses;
- C) courses in arts and humanities, mathematics-science-technology, social and behavioral sciences, health and physical education;
- D) the presentation of an essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
- E) at least two letters of recommendation from persons able to testify to the candidate's suitability as a prospective teacher; and
- F) an interview by a team to assess the candidate's personal attributes which will affect his or her performance in teaching. Any one item, with the exception of (A) and (E) listed above, may be waived if justified by unusual circumstances, provided that a statement of justification is added to the candidate's records.

Evidence:

- Sample of student records
- Sample copies of essays
- Sample reports of interviews

4.2 Adequate provision for monitoring the effectiveness of the student teaching experience.

Evidence:

- Evaluation instrument based upon the Connecticut Teaching Competencies to be used jointly by the cooperating teacher and the supervising professor
- Policy regarding number of visits, observation, and evaluation of student teachers, and ways in which this information is communicated to appropriate personnel in local districts including cooperating teachers

4.3 Criteria for continuation in the teacher education program are clearly defined, and shall include academic and non-academic factors which may affect qualifications for teaching.

Evidence:

- College and university policies, as appropriate
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- 4.4 Student records which are clear, complete and legible, and transcripts including descriptive course titles, are maintained.

Evidence:

- Samples of student records, including transcripts

- 4.5 Adequate provision for advising and counseling students is available, including: preparation for PRAXIS I CBT, guidance concerning appropriate course work, placement for student teaching, supervision during the student teaching experience and job placement.

Evidence:

- Advisement procedures concerning program and state requirements
- List of the people and/or agencies responsible for providing the above services
- Clear, consistent, and timely communications given to students concerning State Department of Education and Department of Higher Education requirements

- 4.6 Program requirements are communicated to administrators, faculty, including adjunct faculty, and students.

Evidence:

- Samples of communications concerning program requirements

- 4.7 If justified by unusual circumstances, a waiver for any one item listed above in Standard 4.1 (B) through (E) is added to the candidate's records.

Evidence:

- Sample of student records
- Sample copies of essays
- Sample of reports of interviews
- Written waiver policy

## **5.0 FACULTY**

The institution shall demonstrate that there is:

- 5.1 Adherence to clearly stated qualifications for full-time, part-time and adjunct faculty, including related educational background, experience and appropriateness of qualifications for assignments.

Evidence:

- List of faculty assignments and vita for each faculty member

- 5.2 Review of qualifications of teacher preparation faculty for the programs in which they are teaching and supervising.

Evidence:

- Appropriate review procedures for hiring and promotion
- Review process including individual(s) responsible for conducting the review

- 5.3 Adherence to state and institutional criteria regarding qualifications, selection and responsibilities of cooperating teachers in local school systems.

Evidence:

- Description of institutional criteria
- Consistent communication and regular meetings among college supervisor, cooperating teacher, and student teacher

- 5.4 Adherence to a reasonable faculty-student ratio, including classroom and counseling contacts.
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## Evidence:

- List of faculty-student ratios
- Faculty contract
- Statement of faculty office hours policy

- 5.5. Adherence to a reasonable policy regarding faculty load, including distinctions among various kinds of assignments, such as supervision of student teachers, research, student advising, graduate instruction and professional development services to educational agencies.

## Evidence:

- Roster of faculty assignments
- Policies regarding faculty load, including distinctions listed above

- 5.6 Involvement of teacher education faculty members, including part-time and adjunct faculty, in professional development activities designed to:

- A) keep up-to-date in field(s) of expertise;
- B) maintain knowledge and contact with public schools; and
- C) increase knowledge and practices of effective teaching skills.

## Evidence

- Planned orientation concerning student teaching for all faculty involved in student teaching
- Plan addressing professional development needs
- List of recent professional development activities, including those with public schools engaged in by full-time faculty members
- Ways in which part-time faculty are kept up-to-date on current practices in Connecticut public schools

- 5.7 Involvement of supervisors of student teachers in professional development activities designed to:

- A) improve their knowledge and practice of effective supervision;
- B) improve their knowledge and analysis of effective teaching as defined by the Connecticut Teaching Competencies; and
- C) keep up-to-date on the role and responsibility of the cooperating teacher.

## Evidence:

- Written plan for providing ongoing and systematic professional growth opportunities for faculty in the areas of supervision and mentoring
- Connecticut Teaching Competencies are infused in course syllabi and outlines in the teacher preparation program(s)
- Number of teacher education faculty who complete State assessor and BEST training institutes for support teachers and assessors

**6.0 ADMINISTRATION**

The institution shall demonstrate that:

- 6.1 Its organizational pattern facilitates articulation within the teacher education programs and with other appropriate instructional departments.

## Evidence:

- Interdepartmental activities such as standing committees, advisory groups, and working relationships with other appropriate departments and programs
- Organizational chart for the institution, including the position of the teacher preparation programs within it

- 6.2 It supports the teacher preparation programs with a plan to review, develop, fund, implement, and evaluate the programs.

Evidence:

- Long range plans
- Current and recent operating budget
- Institution's evaluation procedures for department and/or programs
- Accreditation by agencies other than the state

- 6.3 Administrative control of the teacher preparation program is clearly designated and appropriately centralized.

Evidence:

- Name of the person responsible for administration of the programs
- Organizational chart of the programs

- 6.4 Cooperative arrangements with elementary and secondary schools are sought and established.

Evidence:

- Letters, minutes of meetings, visits, etc.
- Description of cooperative activities including: 1) staffing, (release from teaching assignments, differentiated staffing, additional financial remuneration, team approaches to service) 2) resource support, and 3) evaluation of cooperative activities

- 6.5 Responsibility for recommending candidates for certification is centralized in an individual who shall attest that the candidates have:

- A) met admission standards for the institution's teacher preparation program;
- B) fulfilled the institution's and the state's certification and testing requirements; and
- C) demonstrated the appropriate Connecticut Teaching Competencies, where applicable;

Evidence:

- Plan is written and disseminated to appropriate groups
- Name of the individual responsible for attestation as described above
- Process by which the individual named assures that candidates have met each of the above indicators

- 6.6 An affirmative action plan for recruiting minority faculty and students is implemented, monitored, and evaluated.

Evidence:

- Progress made toward the plan's objectives are analyzed and reported to appropriate officials annually
- Minority faculty and students are represented throughout all levels of the teacher preparation programs

## **7.0 FACILITIES AND RESOURCES**

There shall be evidence that:

- 7.1 Adequate clerical and secretarial services are available for the teacher preparation programs.

Evidence:

- Ratios of secretaries/clerks to administrators, faculty and students are comparable to other programs at the institution

- 7.2 Adequate administrative support is provided for the teacher preparation programs.

Evidence:

- Ratios of programs to administrators

- Description of complexity of programs (graduate, undergraduate, number of students, relationship to administrative support)

7.3 Adequate professional services are provided for the library or media programs.

Evidence:

- List of staff including both library and media professionals
- Professional personnel have expertise in the preparation of curriculum materials and resources for teacher preparation programs

7.4 Adequate facilities, including campus and off-site locations, are provided and maintained to support the teacher preparation programs.

Evidence:

- Facilities used in the teacher education programs, (classrooms, laboratories, offices and libraries)

7.5 Library holdings, instructional media services and resources, including advanced technology, are adequate for the programs offered, and plans exist for developing access to a growing information base through increased acquisitions and by drawing from other sources.

Evidence:

- Library collection development plan including the name of the library staff responsible
- List of resources outside the institution (electronic databases, library consortium, inter-library loan, other networks)
- Instructional media services and resources available including the person(s) responsible for providing the services and resources
- Total acquisitions budget and total library and media acquisitions
- Percentage of budget assigned to teacher education
- Evidence that equipment and software generally used in schools for teaching and learning are available to support curriculum offerings on technology dependent learning and teaching technologies
- Information regarding the availability and use of materials and resources on pedagogy is offered to faculty

7.6 There is access to and use of library holdings, resources and services.

Evidence:

- List of hours of service
- Indicate extent of centralized cataloging
- Circulation statistics, including a separate count of education materials, if available

7.7 Students have access to a collection of texts and other educational resource material in current use in public schools.

Evidence:

- Number of current public school texts available for each endorsement area
  - Number of current support resource materials by endorsement area
  - Access to current public school texts and support resource materials is available either on or off campus
  - Plan is being followed to provide adequate materials
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### Other Requirements

- A. Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.**

Section 10-19 of the Connecticut General Statutes states in part that...

*The knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine or tobacco and of drugs, as defined in subdivision (17) of section 21a-240 on health, character, citizenship and personality development shall be taught every academic year to pupils in all grades in the public schools; and, in teaching such subjects, textbooks and such other materials as are necessary shall be used. Institutions of higher education approved by the State Board of Education to train teachers shall give instruction on the subjects prescribed in this section and concerning the best methods of teaching the same.*

- B. Intergroup relations, mental health and school violence prevention and conflict resolution components.**

Subsection (b) of Section 10-145a of the Connecticut General Statutes states:

*Any candidate in a program of teacher preparation leading to professional certification shall be encouraged to successfully complete an intergroup relations component of such a program which shall be developed with the participation of both sexes, and persons of various ethnic, cultural and economic backgrounds. Such intergroup relations program shall have the following objectives: (1) The imparting of an appreciation of the contributions to American civilization of the various ethnic, cultural and economic groups composing American society and an understanding of the lifestyles of such groups; (2) the counteracting of biases, discrimination and prejudices; and (3) the assurance of respect for human diversity and personal rights. The State Board of Education, the Board of Governors of Higher Education, the Commission on Human Rights and Opportunities and the Permanent Commission on the Status of Women shall establish a joint committee composed of members of the four agencies, which shall develop and implement such programs in intergroup relations.*

Subsection (c) of Section 10-145a of the Connecticut General Statutes states:

*Any candidate in the program of teacher preparation leading to professional certification shall be encouraged to complete a (1) health component of such a program, which includes, but need not be limited to, human growth and development, nutrition, first aid, disease prevention and community and consumer health, and (2) mental health component of such a program which includes, but need not be limited to, youth suicide, child abuse and alcohol and drug abuse.*

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Subsection (d) of Section 145a of the Connecticut General Statutes states:

*Any candidate in a program of teacher preparation leading to professional certification shall be encouraged to complete a school violence prevention and conflict resolution component of such a program.*

**C. Special Education**

Section 10-145b(e) of the Connecticut General Statutes states in part that...

*...in order to be eligible to obtain a provisional teaching certificate, a provisional educator certificate or an initial educator certificate, each person shall be required to complete a course of study in special education comprised of not fewer than thirty-six (36) hours, which shall include an understanding of growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special needs children in a regular classroom.*

**D. Educational Technology**

Section 10-145a(e) states:

*On and after July 1, 1998, any candidate in a program of teacher preparation leading to professional certification shall complete a computer and other information technology skills component of such program, as applied to student learning and classroom instruction, communications and data management.*

**E. Code of Professional Responsibility for Teachers**

Section 10-145d-400a of the Regulations Concerning State Educator Certificates, Permits and Authorizations, provides the Code of Professional Responsibility for Teachers.

**F. Code of Professional Responsibility for School Administrators**

Section 10-145d-400b of the Regulations Concerning State Educator Certificates, Permits and Authorizations, provides the Code of Professional Responsibility for School Administrators.

**G. Recommendation from an Approved Institution**

Section 10-145d-408 of the Certification Regulations for Connecticut Educators reads in part as follows...

*(a) To be eligible for the initial educator certificate, applicants...shall have*

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*completed a planned program of preparation at an approved institution for service in the field, subject area, or grade level for which certification is sought, and obtain the formal institutional recommendation for certification...*

- b) *An appropriate authorized official acting for the institutions shall indicate that the applicant meets the following conditions:*
- (1) *Has satisfactorily completed the institution's approved planned program;*
  - (2) *Has the necessary qualities of character and personal fitness for teaching; and*
  - (3) *Has the recommendation of the institution that the applicant is competent to perform the duties of the particular position.*
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