



Exhibit 2.4.g.1.

Programmatic Changes Made in Response to Data Analysis

Across all Initial Programs

- Added content competencies to our Student Teacher Evaluation Instrument in 2009.
- The Teacher Work Sample was revised in 2011 to align more closely with edTPA.
- We have also identified the need for a common disposition instrument to be used across all content areas at the beginning, middle, and end of each program. The instrument is currently in development.
- Raised the GPA to 3.0 across all initial programs
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Elementary Education

- ED 425 was developed after our last NCATE visit to meet the pedagogical needs of our professional development students in social studies.
- Students in ED 425 are now submitting and presenting a social studies lesson plan from their Capstone project.
- Students in EPY 203 are now doing lesson plans for their presentations.
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Secondary Education: History/SS

- The Departments of History and Social Science have begun to discuss revising the curriculum for our majors so that they are required to take additional courses in social science, namely both ECO 100 and ECO 101, instead of either course, Introduction to Anthropology, as well as Introduction to Sociology. We also have begun to consider developing an introductory course in Human Geography. We are continuing to debate whether we should merge the two separate majors (Secondary Education in History/Secondary Education in Social Science) into one Secondary Education program in History and Social Studies. These efforts, however, have been placed on hold, as the new governor in Connecticut, Dan Molloy, has suspended approved changes to state regulations regarding field experience.
- As of fall 2012, all Secondary Education candidates will be required to maintain a 3.0 GPA and pass Praxis II prior to their entry into the Professional Development Semester in the fall of their senior year. In response, we expect to raise our criterion for students' successful performance in key content courses from 2.8 to 3.0.
- The lesson plan and teaching unit assignments in ED 441 were revised to include state and national content standards, learner background, and modification. The new detailed rubrics designed for the demonstration lesson and unit plan offer more comprehensive data regarding student progress.
- The Student Teacher Evaluation Instrument (STEI) for ED 342 also was modified to include a supplemental NCSS Evaluation Form
- The Teacher Work Sample for ED 340 was modified to be in accordance with TEAM (Teacher Education and Mentoring Program), the new mentoring model required by Connecticut State Department of Education (CSDE), while faculty and university supervisors have begun to receive training in this new program.
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system
- During the 2013-14 academic year a curriculum map will be developed to identify gaps in instruction per Praxis II results

Music Education

- Began documenting assessment data in Tk20, even though NASM accredited
- Implementing disposition instrument across all programs Fall 2013
- Identified 4 key assessments and began tracking data for NCATE
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Health Education

- 2009 – Developed course HPX 253 Concept of Diseases to the Major (3 Credit Course) Requirements for the B.S. degree program in Health Education (preK-12).
- Rationale for Course Addition: Add HPX 253 Concept of Disease to the Education Requirements for the B.S. degree program in Health Education (preK-12) to prepare students for the Teacher Certification Examination, PRAXIS II – (0550), in particular the section that addresses Disease Prevention. Implemented Fall 2012
- Revise course description and state prerequisites for the existing course HPX 311 School Health Programs. (Spring 2011)
- Rationale for Course Description: The present course description stated in the Undergraduate Catalog is misleading students from the general student population to register for the HPX 311 School Health Programs course. A clearer explanation of the requirements/prerequisites and co-requisites for this professional semester education course is needed, as HPX 311 is a specialized course for health education majors accepted into their professional semester.
- The term “preschool environment” is added to the course description because the CT State Health Education Teacher Certification (0550) includes PreK – 12 grades and experience with preschool children enhances the candidates’ skills with this age group. Implemented Fall 2012.
- Revise Course description to state prerequisites for the existing course, HPX 386 Health Education Professional Development School Experience 1 SH
- Rationale for Course Description: The present course description stated in the Undergraduate Catalog is misleading students from the general student population to register for the HPX 386 Health Education Professional Development School Experience course. A clearer explanation of the requirements/prerequisites and co-requisites for this Professional Semester Education course is needed. Implemented Fall 2012.
- Include Spring 2012 education requirement changes for all education programs to include health education also.
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Master of Arts in Teaching

- Involved experts from public schools in the development and teaching of the Urban Education Experience course
- In response to candidate feedback, realigned the course sequence
- Implemented a pilot micro-teaching clinical experience in a public school in Math
- Revised the Teacher Work Sample (which is integrated into the Electronic Professional Educator Portfolio) to align with edTPA
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

School Counseling

- CACREP accredited
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system
- Identified 4 key assessments and began tracking data for NCATE
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

MS in Education

- Identified transition points

- Reviewed data for 4 assessments at transition points
- Revised rubrics based on standards/competencies
- Decided to transition from NBPTS to InTASC for MS in Ed options
- Implementing 2-day diverse field experience in academic year 2013-14
- Implementing diversity instrument in academic year 2013-14
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Educational Leadership

- Raised the admissions GPA to 3.67 in Spring 2013
- Changed admission requirement from 5 to 3 years of successful teaching or administration
- Revised all rubrics to align with the new ELCC Standards
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system

Edd in Instructional Leadership

- Raised the admissions GPA to 3.67 in Spring 2013
- Revised all rubrics to align with the new ELCC Standards
- Contributed to the development of a matrix for the re-boot of Tk20 administrative data system