



Department: Department of Special Education and Interventions

Report Preparer: Sally Drew, Ph.D., Director of MAT Program

Program Name and Level: Master of Arts in Teaching (MAT): English, Sciences, Spanish, Math

Program Assessment Question	Response
<p>1) URL: Provide the URL where the learning outcomes (LO) can be viewed.</p>	<p>http://web.ccsu.edu/seps/mat/learningOutcomes.asp</p> <p>In the academic year 2015-2016 the MAT program was fully redesigned. As such, the Learning Outcomes have changed for future cohorts. We will be instituting the program revisions starting with the MAT 2017-2018 cohort. Therefore, the cohort from 2015-2016 adhered to the program outcomes as listed below (for items 5, 6 and 7).</p>
<p>2) LO Changes: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)</p>	<p>See attached materials detailing the rationale for program revision as well as the comprehensive outline of program revision, including a revision to program outcomes and assessment (Modifications to MAT Program pdf).</p> <p>The MAT program modification provides greater efficacy and efficiency in teacher preparation by ensuring CCSU's MAT graduates are ready to meet the needs of diverse learners in Connecticut's classrooms. This program revision adds the additional certification shortage area of Special Education (K-12) to an already robust program, and accounts for a shift in the program design so that secondary education MAT candidates work alongside special education MAT candidates to collaborate in support of struggling learners in the general curriculum. This modification also adds the certification area of history/social studies (7-12), specifically in conjunction with the Holmes' Masters Program (https://secure.aacte.org/apps/rl/res_get.php?fid=2142&ref=rl) to support the recruitment and retention of MAT candidates from historically underrepresented groups. With the addition of history/social studies, all aspects of core secondary instruction will be reflected across the MAT tracks (English, Mathematics, Sciences, History/Social Studies, Spanish). Furthermore, the program redesign includes MAT competencies in disciplinary literacy and academic language, ensuring that all candidates feel prepared to meet secondary students' literacy and language demands specific to their discipline.</p> <p>The revised MAT program includes an efficient redesign with only two additional credits of study and no additional cost to students (extra credits are taken during the spring semester in which students pay a flat rate for tuition). Candidates complete a structured sequence of courses, field experiences, and teacher research project in their field placement. Secondary education candidates complete a core program of 25 credits and specializations of 18 credits in English, Mathematics, Sciences, Spanish, or History/Social Studies (new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in their specialization area (grades 7-12). Special education candidates complete a core program of 19 credits with a 24-credit specialization in Special Education (new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in Special Education (K-12).</p>

Revised learning outcomes:

Graduate students in the program will:

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Measured by the following program assessments:

Assessment 1: Measures Content Knowledge—State Licensure Examinations: Praxis Core and Praxis Subject Test or ACTFL OPI and WPT (Praxis Core prior to admission for all candidates, Praxis Subject for secondary candidates prior to admission and upon program completion for Special Education candidates. Foundations of Reading Test for Special Education candidates prior to program completion.) LO #1

Assessment 2: Measures Content Knowledge—Transcript Analysis: prior to admission; specific content requirements for each area as defined by CSDE and CAEP SPAs. LO #1

Assessment 3: Measures Planning—Unit Plan: at the completion of the methods sequence, end of fall semester. LO #1, 2, 4

Assessment 4: Measures Learning Outcomes in the Field—Student Teacher/Intern Evaluation: formatively assessed during summer and fall field experiences; summative assessment at the conclusion of the student teaching/internship semester. LO #1, 2, 3, 4, 5, 6

Assessment 5: Measures Effect on Student Learning—edTPA with local evaluation: assessed at the completion of the student teaching semester. LO #1, 2, 3, 4, 5

Assessment 6: Measures Planning and Instruction to Support Language and Literacy (Program Choice)—Video Analysis: assessed at the completion of the fall semester field experience. LO #3, 4, 5, 6

The Learning Outcomes listed above replace the existing program outcomes by which this cohort (2015-2016) were assessed by:

LO 1: possess strong knowledge of content, pedagogy, and students

LO 2: use data, content knowledge, and pedagogical content knowledge to critically examine practice for the purpose of improving student learning

LO 3: design and deliver instructional and assessment strategies that facilitate significant learning for all students

LO 4: create a positive and supportive learning environment

LO 5: act ethically, respectfully, and responsibly in work with students, families, and colleagues

<p>3) Strengths: What about your assessment process is working well?</p>	<p>The MAT program has begun building an assessment database through Taskstream, the School of Education and Professional Studies (SEPS) data management system. Under the leadership of Dr. Mel Horton, our Assistant Dean for Assessment and Partnerships, we have built the assessment dashboard and organized it by program assessment for accreditation purposes (see attached screen shot of MAT Data Dashboard). This database will enable us to efficiently and effectively analyze our program outcome data in order to make a determination about program successes and challenges. It will also help us to access pertinent data for assessment and accreditation reports. Most importantly, it will help students track their progress throughout the program, and leave with an assessment portfolio demonstrating their ability to be a successful beginning teacher upon completion of our program.</p> <p>In addition to the use of Taskstream, we added another assessment to our assessment portfolio this past year. Along with the CT State Department of Education, SEPS and the MAT program piloted the use of edTPA in the spring 2016 semester. edTPA is a performance-based, teacher work sample developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). It is used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom focused on three tasks: Planning, Instruction, and Assessment. Work created and submitted as a result of this pilot will result in a comprehensive portfolio that demonstrates teacher candidates' ability to teach through lesson plans designed to support students' strengths and needs, engage real students in ambitious learning, analyze impact on student learning, and adjust instruction to become more effective. MAT Candidates' edTPA Portfolio will include artifacts (i.e. lesson plans, instructional and assessment materials, one or two video clips of their teaching, student work samples) and commentaries (i.e. Planning Instruction and Assessment, Instructing and Engaging Students in Learning, Assessing Student Learning) based on a 3-5 lesson unit of instruction referred to as a Learning Segment. The edTPA Portfolio includes the following components: Task 1: Planning Instruction and Assessment Task 2: Instructing and Engaging Students in Learning Task 3: Assessing Student Learning</p> <p>Finally, the full redesign of the MAT program allowed us to go back and fully realign program assessments with outcomes that lead to teacher readiness in today's classrooms. We are confident that this new package of assessments comprehensively measures teacher candidates' progress and quality across the program, and upon program completion.</p>
<p>4) Improvements: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)</p>	<p>The MAT program was substantially redesigned in the 2015-2016 academic year (see attached documentation). We face the challenge of implementing several new assessments (edTPA and videotape analysis) as well as new certification areas (Special Education and History/Social Studies). We will need 100% faculty buy-in and follow-through across MAT courses to be successful with full implementation of our new assessment package.</p>
<p>For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs):</p> <p>NOTE: for 2015-2016 MAT CANDIDATES WERE ASSESSED BY THE PREVIOUS PROGRAM LO, EXPLAINED ABOVE. The new program outcomes will be first assessed with the 2017-2018 cohort.</p> <p>LO 1: possess strong knowledge of content, pedagogy, and students</p>	
<p>5) Assessment Instruments: For each LO, what is the source of the</p>	<p>Strong knowledge of content is assessed through Praxis Core and Praxis II content scores and/or ACTFL scores for Spanish language that must meet acceptable criteria levels. The action research capstone project addresses strong knowledge of</p>

<p>data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)</p>	<p>pedagogy and students. Knowledge of content pedagogy is evidenced in the final evaluation forms collected for the MAT 540 Student Teaching Internship.</p>
<p>6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.</p>	<p>The CT State Department of Education has set passing rates for all Praxis II and ACTFL assessments, which candidates must pass prior to licensure, and prior to admission to the MAT program. The MAT director confirms that passing scores have been met by all candidates prior to program admission.</p> <p>Course instructor(s) for the Action Research (MAT 550) project assess this assignment based on rubric. The Action Research project culminates with a five-chapter thesis report of the action research study including chapters on introduction/problem/context, review of the literature, methodology, results, and conclusion/discussion.</p> <p>With the consultation of the cooperating teacher, university supervisors complete the final evaluation forms for the MAT 540 Student Teaching Internship, and the SEPS assessment coordinator collects this data via Taskstream.</p>
<p>7) Results: Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion: All students in the 2015-16 MAT cohort met or exceeded standards on all measures for this LO.</p> <p>Evidence(e.g., conclusion based on data in table x):</p> <ul style="list-style-type: none"> • Final scores on AR rubric; All candidates must score above 45 on a 60-point rubric in order to meet expectations on the Action Research Final Rubric. Meeting or exceeding expectations on the rubric demonstrates strong knowledge of students in the student teaching classroom, and their particular learning needs relative to the content. Candidate scores for the 2015- 2016 cohort are as follows 49, 50, 51, 56, 57, 58, 59, 59, 60. Candidates who scored at the lower range did not demonstrate as thorough an understanding of their students and their content; their final thesis report provided a less developed and evidenced description of the teaching intervention implemented in the field/student teaching classroom. Candidates who scored in the upper range provided exemplary detail of all procedures, data, and conclusions relative to the implemented teaching intervention. • Data from SEPS Certification Office on Praxis and ACTFL scores for MAT candidates. Connecticut sets passing score rates for all certification areas on the Praxis II exams. All candidates must pass Praxis II prior to admissions. Therefore, all candidates have a 100% pass rate on their licensure exam. • MAT 540 Student teaching evaluations (collected by the Assistant Dean for Assessments and School/Community Partnerships; see attached score report: Student Teaching Evaluations.) <p>Changes: With the new program, we revised the transcript analysis assessment as a measure of content. Moving forward, we will have that data available for analysis by certification area. Additionally, the edTPA assessment will also be used as a measure of content and content pedagogy. Finally, we will be revising the action research rubric to align to the new program outcomes.</p>

LO 2: use data, content knowledge, and pedagogical content knowledge to critically examine practice for the purpose of improving student learning	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Candidates completed Task 3 of edTPA which asked them to select an assessment that they implemented with students in their field classroom. They had to analyze quantitative and qualitative patterns of student learning by examining assessment results for their entire class. The task asked the candidates to provide three focus students feedback on their performance, stating the student's strengths and challenges as noted in the assessment results. This is a robust assessment of our MAT candidates' ability to use data and their content as well as pedagogical content knowledge to critically examine student performance and their own practice for the purpose of improving student learning.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This past year, edTPA portfolios were scored by the course instructor, a local team of evaluators at the university, and nationally-trained scorers through Pearson and SCALE (Stanford University).
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	<p>Conclusion: EdTPA was piloted this year, and therefore the data was not used to make consequential decisions about candidate performance. As a team, SEPS instructors met to discuss a cut score for next year's performance. Moving forward candidates will need to pass edTPA at a certain level, but for 2015-2016 the scores are used to inform full adoption of the assessment. EdTPA national score reports are attached to this report (MAT_Sp16_Pilot_National_Scores). A passing score range of 37-42 is recommended by SCALE. All but two students met the passing score range, which was commendable on a pilot assessment. We strongly believe that by making the assessment consequential for program completion, all students would be able to reach the passing score range through adherence to strict timelines and formative feedback. SEPS and the MAT program will be adopting this assessment for local evaluation; however, the CT State Department of Education will be phasing in this assessment as consequential for initial licensure over the next few years.</p> <p>Evidence(e.g., conclusion based on data in table x): edTPA MAT Spring 2016 Pilot National Scores, see attached score report</p> <p>Changes: In the future, this learning outcome will be assessed via the edTPA Portfolio. This learning outcome will also be assessed through teacher candidates' design and development of an intervention capstone project (revised action research project), which will be added to the MAT Taskstream Data Dashboard for the academic year 2016-2017.</p>
LO 3: design and deliver instructional and assessment strategies that facilitate significant learning for all students	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	As part of the MAT student teaching internship in the Certification Area (Mathematics, Science, Spanish, English) interns spent 5 days weekly in a supervised field experience in assigned public school certification area classroom. There is a focus on lesson planning, delivery, management, and analysis of instruction. It also includes university supervisor observations and seminar. Data from the final student teaching evaluation instrument is collected.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	MAT 540 Student teaching evaluations are interpreted by the university supervisor as well as the Assistant Dean for Assessment and School/Community Partnerships. They are reviewed by the MAT director.

If this differs by LO, provide information by LO.	
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	<p>Conclusion: All interns met passing criteria for final student teaching evaluation.</p>
	<p>Evidence(e.g., conclusion based on data in table x): Results from Student teaching Final Evaluation Instrument reveals all students met criteria (see attached Student Teaching Evaluation score report).</p>
	<p>Changes: Under the new governance structure for teacher preparation in SEPS, Central Teacher Education Committee (CTEC) will be taking on a full redesign of teacher preparation programs in the next year. As part of this redesign, we will be revising the Student Teaching Evaluation. The new Student Teaching Evaluation will map onto our revised program outcomes.</p>

LO 4: create a positive and supportive learning environment	
5) Assessment Instruments: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	This LO is assessed through specific items on the final student teaching evaluation instrument for MAT 540 Internship in the Certification Area: Mathematics, Science, Spanish, English. This is a 16 week, full-time internship in assigned public school classroom, supervised by certified teacher in which intern has gradual assumption of full responsibility for classroom.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	MAT 540 Student teaching evaluations are interpreted by the university supervisor as well as the Assistant Dean for Assessment and School/Community Partnerships. They are reviewed by the MAT director.
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	<p>Conclusion: All MAT candidates met criteria at acceptable levels expected for student teachers.</p>
	<p>Evidence(e.g., conclusion based on data in table x): Final Student teaching evaluation instrument. Items related to creating a positive and supportive learning environment (Items 1-6; see attached score report).</p>
	<p>Changes: Under the new governance structure for teacher preparation in SEPS, Central Teacher Education Committee (CTEC) will be taking on a full redesign of teacher preparation programs in the next year. As part of this redesign, we will be revising the Student Teaching Evaluation. The new Student Teaching Evaluation will map onto our revised program outcomes.</p>
LO 5: act ethically, respectfully, and responsibly in work with students, families, and colleagues	
5) Assessment Instruments: For each LO, what is the source of the	The Statements of Understanding signed by MAT Candidates at the beginning of the program is a signed agreement that the intern will act ethically, respectfully and responsibly in work with students and families. There are also questions on the

data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Final Student teaching evaluation instrument that align with this LO.
6) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	MAT Director facilitates and interprets the Statements of Understanding. MAT 540 Student teaching evaluations are interpreted by the university supervisor as well as the Assistant Dean for Assessment and School/Community Partnerships. They are reviewed by the MAT director.
7) Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).	Conclusion: All students signed the Statements of Understanding form. All students met these items on the student teaching final evaluation at the passing criterion level.
	Evidence (e.g., conclusion based on data in table x): Forms of Statements of Understanding kept in student file. Final Student Teaching Evaluation instrument questions (Items 22-32, see attached score report).
	Changes: CTEC plans to revise the SEPS disposition rubric to begin assessing non-academic behaviors of teacher quality (professional dispositions). The MAT program will pilot the new dispositions assessment as soon as it becomes available to the CTEC body.

Interim reports: append clearly labeled supporting data tables, organized by LO

General Education: [N/A](#)

Here is the URL for the list of approved general education courses and LO/objectives:
<http://web.ccsu.edu/registrar/classesregistration/generalEduProgram.asp>

NOTE: If department contributes to more than one LO, complete one summary for each LO

Department: _____

General Education LO Assessed: _____

Report Preparer: _____

General Education Question	Response
1) Courses: General Education course(s) taught	

<p>2) Assessment Instruments: What data/evidence, other than GPA, is used to assess the stated CCSU General Education outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)</p>	
<p>3) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by XX course, provide information by XX course.</p>	
<p>4) Results: Since the most recent full report, state the conclusion(s) drawn and what changes have been made as a result of the conclusion(s).</p>	<p>Conclusion:</p>
	<p>Evidence(e.g., conclusion based on data in table x):</p>
	<p>Changes:</p>
<p>5) Strengths: What about your assessment process is working well?</p>	
<p>6) Improvements: What about your assessment process needs to improve? (changes to assessment plan should be reported here)</p>	

Master of Arts in Teaching Data Reports

- Home
- CAEP Program Review with Feedback
- Praxis Data (Assessment 1)
- Transcript Analysis (Assessment 2)
- Unit Plan Data (Assessment 3)
- Student Teaching Evaluations (Assessment 4)
- Effect on Student Learning (Assessment 5)
- Language & Literacy Development (Assessment 6)

Master of Arts in Teaching Data Reports



Author: CCSU Manager
Last modified: 7/20/2016 2:27 PM (EDT)

Last Name	First	Level	Area	Rubric 1: Planning for Submit Specific Understanding	Rubric 2: Planning to Support Varied Student Learning
ALLING	TIFFANY	MAT	General mathematics-Sec	3	2
HUGHES	SAMANTHA	MAT	Chemistry-Secondary	2	1
MARCHINKOSKI III	RAYMOND	MAT	Biology-Secondary	4	3
O'BRIEN	ALLISON	MAT	Biology-Secondary	4	2
SCHRADER	JORDAN	MAT	Earth and Space Science-	3	3.5
WATERMAN	JUSTIN	MAT	Secondary English & Lang	4	3
GUZMAN	VIVIANA	MAT	Spanish	4	4
			Secondary English & Lang	3	4
MURILLO	GISSELLE	MAT	Trigonometry-Secondary	3	2.5
Averages				3.33	2.78

C*, D*, I* = Condition Codes by National Scorers - Not S

** - Modern Languages do not use Rubrics 4 and 14

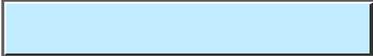
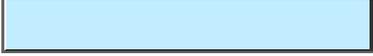
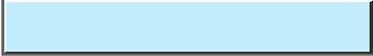
Rubric 3: Using Knowledge of Students to Inform Teaching & Learning	Rubric 4: Academic Language: Identifying & Supporting Language Demands	Rubric 5: Planning Assessments to Monitor & Support Student Learning	Rubric 6: Instruction: Learning Environment	Rubric 7: Instruction: Engaging Students in Learning	Rubric 8: Instruction: Deepening Student Learning	Rubric 9: Instruction: Subject-Specific Pedagogy: Using Representations
3	1	3	3	1	2	2
2	3	1	3	2	2	2
4	3	4	3	3	3	3
2	3	3	3	2	2	2
2.5	3	3	3	3	3	3
3	4	4	3	3	3	3
3	**	3	3	3	3	2
3	3	4	3	3	3	3
2	2.5	3.5	3	3	2.5	3
2.72	2.81	3.17	3.00	2.56	2.61	2.56
Scorable						

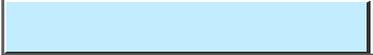
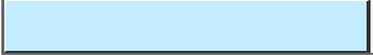
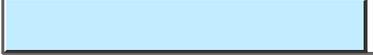
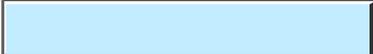
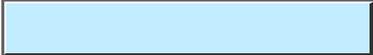
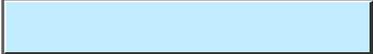
Rubric 10: Analyzing Teaching Effectiveness	Rubric 11: Assessment - Analysis of Student Learning	Rubric 12: Assessment - Providing Feedback to Guide Learning	Rubric 13: Assessment - Student Use of Feedback	Rubric 14: Academic Language - Analyzing Students' Language Use	Rubric 15: Analyzing Teaching - Using Assessment to Inform Instruction	Total Rubric	Overall Average
2	2	C*	C*	D*	3	1*	1*
2	1	2	2	3	2	30	2
2	5	5	3	2	3	50	3.33
2	3	2	2	2	2	36	2.4
3	3	2	2.5	3	2.5	43	2.87
2	3	4	3	3	3	48	3.2
3	3	4	4	**	4	43	3.31
2	3	4	3	3	3	47	3.13
2	2.5	3	2	2.5	3	40	2.67
2.22	2.83	3.25	2.69	2.64	2.83		

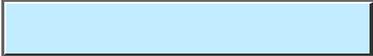
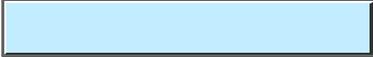
Report: Custom Performance Report**Report Generated by** Taskstream**Report Format:** MAT Student Teaching Evaluations**DRF Template(s):** Student Teaching Program**Program(s):** Student Teaching Evidence Spring 2016**# Authors:** 105 Authors matched search criteria**Report Generated:** Monday, September 26, 2016

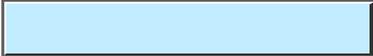
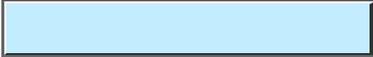
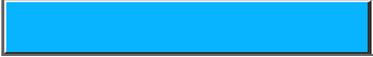
English

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Management of Classroom Learning Environments Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)						
2. Management of Routines Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)						
3. Fostering a Learning Community Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
4. Expectations of Standards of Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
5. Monitoring of and Response to Student Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
6. Promoting Engagement and Shared Responsibility for Learning Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)						
7. Lesson Objective Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.95/3 (98.33%)						
8. Sequence of the Lesson	2 of 2	Avg. =3.00/3						

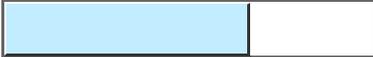
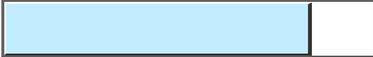
Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	(100%)	(100.00%)	
9. Lesson Planning (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
11. Meeting the Needs of All Learners by Differentiating Instruction Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
12 . Material Usage During Instruction Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
13. Methods Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
14. Communication During Initiation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
15. Communication During Closure (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
16. Knowledge of Content Areas (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
17. Promotes Independent Thinking through Questioning Folio Area: MAT Midterm/Final Evaluations: MAT	2 of 2 (100%)	Avg. =2.95/3 (98.33%)	

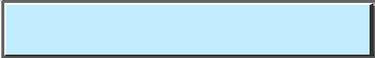
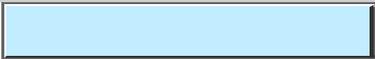
English Final Evaluation DRF Template: Student Teaching Program			
18. Monitors Student Learning Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
19. Student Learning, Instruction, and Data Collection Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
20. Monitoring Students' Understanding Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.95/3 (98.33%)	
21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
22. Oral and Written Language Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
23. Professional Attitude Toward Teaching and Dependability Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
24. Professional Attire Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
25 Maintaining Confidentiality (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
26. Professional Collaboration/Communication with Others Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
27. Professional Collaboration in Data Team Setting Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
28. Use of Communication Technology (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

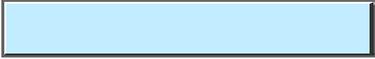
experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program			
29. Developing a Positive Self-concept Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
30. Understanding Individual Students Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
31. Continuous Self-evaluation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
32. Integration of Feedback (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
33. Professional Growth Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
34. Language (NCTE 3.1) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
35. Literature (NCTE 2.2, 3.5) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.98/3 (99.17%)	
36. Oral, Visual and Written Literacy (NCTE 3.2) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
37. Print and Non-print Media (NCTE 3.6) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
38. Research Theory and Findings (NCTE 3.7) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
39. Critical Thinking, Judgment, Interpretation, and Meaningful Discussion (NCTE 2.4; 3.3.1; 3.2.4; 4.5; 4.6; 4.9)	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program			
40. Ability to engage students in activities that reveal the role of arts and humanities in learning. (NCTE 2.6) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
41. Ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication. (NCTE 4.7) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
42. Ability to engage students in making meaning of texts through personal responses. (NCTE 4.8) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
43. Ability to select materials and resources appropriate to ELA curricular requirements as well as to the needs of all students (NCTE 4.1) Folio Area: MAT Midterm/Final Evaluations: MAT English Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
Average of 43 Criterion Averages		2.99/3 (99.71%)	

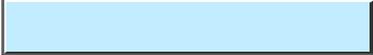
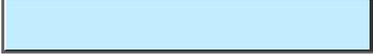
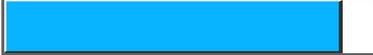
Math

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Management of Classroom Learning Environments Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.00/3 (66.67%)						
2. Management of Routines Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						
3. Fostering a Learning Community Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)						
4 Expectations of Standards of Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation	2 of 2 (100%)	Avg. =2.50/3 (83.33%)						

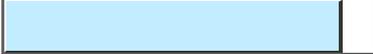
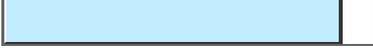
DRF Template: Student Teaching Program			
5. Monitoring of and Response to Student Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
6. Promoting Engagement and Shared Responsibility for Learning Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
7. Lesson Objective Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
8. Sequence of the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
9. Lesson Planning (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
11. Meeting the Needs of All Learners by Differentiating Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
12 . Material Usage During Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
13. Methods Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
14. Communication During Initiation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	

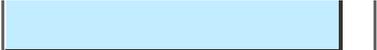
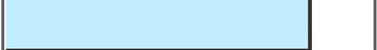
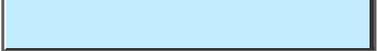
DRF Template: Student Teaching Program			
15. Communication During Closure (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
16. Knowledge of Content Areas (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
17. Promotes Independent Thinking through Questioning Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
18. Monitors Student Learning Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
19. Student Learning, Instruction, and Data Collection Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
20. Monitoring Students' Understanding Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
22. Oral and Written Language Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
23. Professional Attitude Toward Teaching and Dependability Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
24. Professional Attire Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	

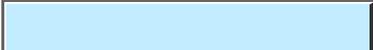
<p>25 Maintaining Confidentiality (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>26. Professional Collaboration/Communication with Others Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>27. Professional Collaboration in Data Team Setting Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>28. Use of Communication Technology (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>29. Developing a Positive Self-concept Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>30. Understanding Individual Students Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>31. Continuous Self-evaluation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>32. Integration of Feedback (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>33. Professional Growth Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program</p>	<p>2 of 2 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>34. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. Folio Area: MAT Midterm/Final Evaluations: MAT</p>	<p>2 of 2 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	

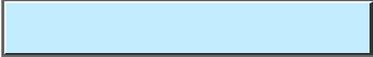
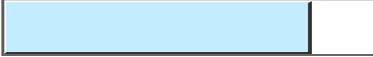
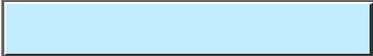
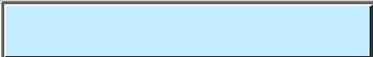
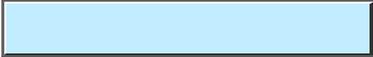
Math Final Evaluation DRF Template: Student Teaching Program			
35. Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
36. Participate in professional mathematics organizations and uses their print and on-line resources. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
37. Demonstrate knowledge of research results in the teaching and learning of mathematics. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =3.00/3 (100.00%)	
38. Demonstrate the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and help student develop and test generalizations. Folio Area: MAT Midterm/Final Evaluations: MAT Math Final Evaluation DRF Template: Student Teaching Program	2 of 2 (100%)	Avg. =2.50/3 (83.33%)	
Average of 38 Criterion Averages		2.75/3 (91.67%)	

Science

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Management of Classroom Learning Environments Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.50/3 (83.33%)						
2. Management of Routines Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)						
3. Fostering a Learning Community Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)						
4 Expectations of Standards of Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)						

<p>5. Monitoring of and Response to Student Behavior (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=2.75/3 (91.67%)</p>	
<p>6. Promoting Engagement and Shared Responsibility for Learning Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=2.50/3 (83.33%)</p>	
<p>7. Lesson Objective Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>8. Sequence of the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>9. Lesson Planning (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=2.75/3 (91.67%)</p>	
<p>11. Meeting the Needs of All Learners by Differentiating Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=2.75/3 (91.67%)</p>	
<p>12. Material Usage During Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>13. Methods Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=3.00/3 (100.00%)</p>	
<p>14. Communication During Initiation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	<p>4 of 4 (100%)</p>	<p>Avg.=2.75/3 (91.67%)</p>	

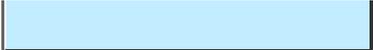
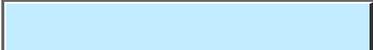
15. Communication During Closure (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)	
16. Knowledge of Content Areas (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
17. Promotes Independent Thinking through Questioning Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.25/3 (75.00%)	
18. Monitors Student Learning Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
19. Student Learning, Instruction, and Data Collection Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)	
20. Monitoring Students' Understanding Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =2.75/3 (91.67%)	
21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
22. Oral and Written Language Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
23. Professional Attitude Toward Teaching and Dependability Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
24. Professional Attire Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
25 Maintaining Confidentiality (NON NEGOTIABLE)	4 of 4	Avg. =3.00/3	

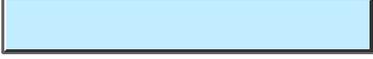
<p>Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	(100%)	(100.00%)	
<p>26. Professional Collaboration/Communication with Others Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>27. Professional Collaboration in Data Team Setting Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=2.50/3 (83.33%)	
<p>28. Use of Communication Technology (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>29. Developing a Positive Self-concept Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>30. Understanding Individual Students Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>31. Continuous Self-evaluation (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>32. Integration of Feedback (NON NEGOTIABLE) Less than target performance in this area will mean that the student teacher is unable to earn a letter grade A for the student teaching experience. Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=2.75/3 (91.67%)	
<p>33. Professional Growth Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	
<p>34. Science Material Management Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program</p>	4 of 4 (100%)	Avg.=3.00/3 (100.00%)	

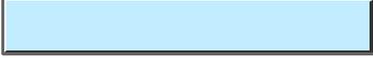
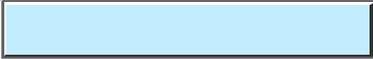
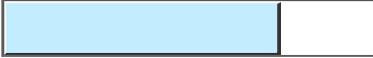
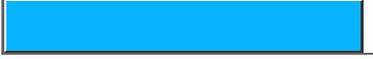
35. Science Lab Management Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
36. Science Lab Evaluation Checklist & Science Safety Contract Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
37. Safety Quiz & Lab Safety Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
38. Safe, ethical, and humane treatment of living organisms Folio Area: MAT Midterm/Final Evaluations: MAT Science Final Evaluation DRF Template: Student Teaching Program	4 of 4 (100%)	Avg. =3.00/3 (100.00%)	
Average of 38 Criterion Averages		2.87/3 (95.61%)	

Spanish

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Management of Classroom Learning Environments Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						
2. Management of Routines Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						
3. Fostering a Learning Community Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						
4 Expectations of Standards of Behavior (NON NEGOTIABLE) Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						
5. Monitoring of and Response to Student Behavior (NON NEGOTIABLE) Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						
6. Promoting Engagement and Shared Responsibility for Learning Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)						

7. Lesson Objective Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
8. Sequence of the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
9. Lesson Planning NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
11. Meeting the Needs of All Learners by Differentiating Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
12. Material Usage During Instruction Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
13. Methods Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
14. Communication During Initiation NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
15. Communication During Closure NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =3.00/4 (75.00%)	
16. Knowledge of Content Areas NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
17. Promotes Independent Thinking through Questioning Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
18. Monitors Student Learning Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	

19. Student Learning, Instruction, and Data Collection Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
20. Monitoring Students' Understanding Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
22. Oral and Written Language Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
23. Professional Attitude Toward Teaching and Dependability Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
24. Professional Attire Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
25 Maintaining Confidentiality NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
26. Professional Collaboration/Communication with Others Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
27. Professional Collaboration in Data Team Setting Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
28. Use of Communication Technology NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
29. Developing a Positive Self-concept Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	
30. Understanding Individual Students Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation	1 of 1 (100%)	Avg. =4.00/4 (100.00%)	

DRF Template: Student Teaching Program			
31. Continuous Self-evaluation NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
32. Integration of Feedback NON NEGOTIABLE Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
33. Professional Growth Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
34. Language Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
35. Cultures, Literatures, Cross-disciplinary Concepts Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
36. Language Acquisition Theories Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
37. Target language input Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=3.00/4 (75.00%)	
38. Negotiation of Meaning Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=3.00/4 (75.00%)	
39. Meaningful Classroom Interaction Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=3.00/4 (75.00%)	
40. Theories of learner development and instruction Folio Area: MAT Midterm/Final Evaluations: MAT Modern Lang Final Evaluation DRF Template: Student Teaching Program	1 of 1 (100%)	Avg.=4.00/4 (100.00%)	
Average of 40 Criterion Averages		3.90/4 (97.50%)	
AVERAGE FOR ALL CRITERIA		96.25%	

ITEM

Modification of an accredited program leading to a Master of Arts in Teaching degree at Central Connecticut State University

BACKGROUNDSummary

This MAT program modification provides greater efficacy and efficiency in teacher preparation by ensuring CCSU's MAT graduates are ready to meet the needs of diverse learners in Connecticut's classrooms. This program revision adds the additional certification shortage area of Special Education (K-12) to an already robust program, and accounts for a shift in the program design so that secondary education MAT candidates work alongside special education MAT candidates to collaborate in support of struggling learners in the general curriculum. This modification also adds the certification area of history/social studies (7-12), specifically in conjunction with the Holmes' Masters Program (https://secure.aacte.org/apps/rl/res_get.php?fid=2142&ref=rl) to support the recruitment and retention of MAT candidates from historically underrepresented groups. With the addition of history/social studies, all aspects of core secondary instruction will be reflected across the MAT tracks (English, Mathematics, Sciences, History/Social Studies, Spanish). Furthermore, the program redesign includes MAT competencies in disciplinary literacy and academic language, ensuring that all candidates feel prepared to meet secondary students' literacy and language demands specific to their discipline.

Need for the Program

The MAT program focuses on certifying teachers in areas in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for this academic year (2015-2016) include many of the existing and proposed MAT specializations: Comprehensive Special Education K-12, Mathematics 7-12, Science 7-12, and Spanish 7-12 (http://www.sde.ct.gov/sde/lib/sde/pdf/digest/c-3_teacher_shortage_area_notification_2015-16.pdf). Furthermore, the revised MAT program seeks to recruit and retain teacher candidates from historically underrepresented groups through the Holmes' Masters Program and minority teacher recruitment projects in partnership with Hartford Public Schools and Capitol Region Education Council. Teacher shortages in Connecticut are persistent, and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need for 1.5 million new teachers to fill the spots of retiring teachers (American Institutes for Research, 2015). Candidates who complete the revised MAT program will be "learner ready-day one" (EPAC, 2014), and will be in high demand in Connecticut school systems.

Curriculum

The revised MAT program includes an efficient redesign with only two additional credits of study and no additional cost to students (extra credits are taken during the spring semester in which students pay a flat rate for tuition). Candidates complete a structured sequence of courses, field experiences, and teacher research project in their field placement. Secondary education candidates complete a core program of 25 credits and specializations of 18 credits in English, Mathematics, Sciences, Spanish, or History/Social Studies (new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in their specialization area (grades 7-12). Special education candidates complete a core program of 19 credits with a 24-credit specialization in Special Education

(new). Their capstone sequence includes 6 credits of designing, conducting, and reporting a teacher research project in their host school for a total of 49 credits toward the Master of Arts in Teaching degree and recommendation for initial licensure for a Connecticut teaching certificate in Special Education (K-12).

Revised learning outcomes:

Graduate students in the program will:

1. Possess strong knowledge of content, content pedagogy, and learner development (typical and atypical).
2. Create an inclusive and culturally responsive learning environment.
3. Use data, content knowledge, and evidence-based pedagogical content knowledge to critically examine practice for the purpose of improving student learning.
4. Design and deliver instructional and assessment strategies that facilitate significant learning for all students including struggling learners and those with disabilities.
5. Design, deliver, and assess literacy/language strategies to deepen literacy and content learning within the discipline.
6. Act collaboratively, ethically, and responsibly to ensure student growth and advance the profession.

Measured by the following program assessments:

Assessment 1: Measures Content Knowledge—State Licensure Examinations: Praxis Core and Praxis Subject Test or ACTFL OPI and WPT (Praxis Core prior to admission for all candidates, Praxis Subject for secondary candidates prior to admission and upon program completion for Special Education candidates. Foundations of Reading Test for Special Education candidates prior to program completion.) LO #1

Assessment 2: Measures Content Knowledge—Transcript Analysis: prior to admission; specific content requirements for each area as defined by CSDE and CAEP SPAs. LO #1

Assessment 3: Measures Planning—Unit Plan: at the completion of the methods sequence, end of fall semester. LO #1, 2, 4

Assessment 4: Measures Learning Outcomes in the Field—Student Teacher/Intern Evaluation: formatively assessed during summer and fall field experiences; summative assessment at the conclusion of the student teaching/internship semester. LO #1, 2, 3, 4, 5, 6

Assessment 5: Measures Effect on Student Learning—edTPA with local evaluation: assessed at the completion of the student teaching semester. LO #1, 2, 3, 4, 5

Assessment 6: Measures Planning and Instruction to Support Language and Literacy (Program Choice)—Video Analysis: assessed at the completion of the fall semester field experience. LO #3, 4, 5, 6

Students

The revised MAT program will seek to selectively admit approximately 25-30 full-time students each year. Admitted students proceed as a cohort group to complete program requirements. A part-time model for the revised MAT is in development.

Faculty

The revised MAT program will be taught by both full-time as well as adjunct faculty. New certification area courses (Special Education K-12 and History/Social Studies) will utilize existing resources; for example the additional courses will be taught by full-time faculty in the Special Education and Interventions Department and the History Department.

Learning Resources

The revised MAT program will take full advantage of the learning resources available on campus, including, but not limited to: Elihu Burritt Library digital resources and curriculum laboratory (third floor of library). MAT faculty will make use of all supports available through the Instructional Design and Technology Resource Center. Students will benefit from the support of the IT Help Desk. Students and faculty will utilize Blackboard Learn features to supplement face-to-face instruction.

Facilities

Students in the revised program will benefit from the full range of campus facilities. Courses will be held onsite primarily in Henry Barnard Hall and Social Sciences Hall. Course instruction will be supplemented with Blackboard Learn. The program will also benefit from the Elihu Burritt Library facilities as well as library online resources. Students will complete internships in local school districts, with full access to each district’s resources for professional development.

Fiscal Note

As described in the table below, the program will generate substantial revenue.

PROJECTED Enrollment	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	0	0	0	0
New Students <i>(first time matriculating)</i>	21	0	28	0
Continuing <i>(students progressing to credential)</i>	0	0	0	0
Headcount Enrollment	21	0	28	0
Total Estimated FTE per Year	21		28	

PROJECTED Program Revenue	Year 1		Year 2	
	Full Time	Part Time	Full Time	Part Time
Entire program - Revenue				
Tuition <i>(Do not include internal transfers)</i>	\$194,922	\$0	\$259,896	\$0
Program-Specific Fees	\$134,379	\$0	\$179,172	\$0
Other Rev. <i>(Annotate in text box below)</i>				

Total Annual Program Revenue	\$329,301	\$439,068
-------------------------------------	-----------	-----------

PROJECTED Expenditures*	Year 1		Year 2	
Entire program - Expenditures	Number (as applicable)	Expenditure	Number	Expenditure
Administration (<i>Chair or Coordinator</i>)	0.1	\$11,211	0.1	\$11,211
Faculty (<i>Full-time, total for program</i>)	0.71	\$83,087	0.71	\$83,087
Faculty (<i>Part-time -total for program</i>)	10.67	\$62,200	10.67	\$62,200
Support Staff				
Library Resources Program				
Equipment (<i>List as needed</i>)				
Other (e.g. student services)		\$5,000		\$3,000
Estimated Indirect Cost (<i>e.g. student services, operations, maintenance</i>)				
Total ESTIMATED Expenditures		\$161,498		\$159,498

Review of Documents:

- a) Connecticut State Board of Education- Approved 4/6/16
- b) Campus Review- Approved by Faculty Senate 2/22/16
- c) Campus Budget and Finance- Approved by Provost; spring 2016 academic semester
- d) Academic Council- Approved 5/11/16

Accreditation:

The Master of Arts in teaching program is currently accredited under NCATE/CAEP until August 1, 2017. The revisions to the program are authorized by the Connecticut State Department of Education and deemed appropriate until the next accreditation cycle. The program will adhere to best practices with regard to meeting national accreditation requirements for the MAT, when set by CAEP. Additionally, the program will continue to meet Connecticut State Department of Education program approval requirements.