

Fact Sheet: SHU's CSDE Accreditation

What are SHU's Education Programs?

The Isabelle Farrington School of Education has three programs that are seeking accreditation:

- Teacher Preparation and Initial Certification (Elementary and Secondary)
- Intermediate Administration and Supervision (Ed Leadership) (092 Certification)
- Remedial Reading/Remedial Language Arts (Literacy Specialist) (102 Certification)

What is NCATE?

- National Council for Accreditation of Teacher Education (NCATE)
- Recognized by U.S. Department of Education to accredit programs preparing teachers and other professional personnel for P-12 schools
- Connecticut State Department of Education (CSDE) uses NCATE Standards to evaluate teacher preparation programs in CT

What are NCATE Standards?

NCATE accredits a *professional education Unit* (i.e. SHU's Isabelle Farrington School of Education) based on its Conceptual Framework and its ability to meet NCATE Standards.

- Conceptual Framework (CF)- which establishes a shared, coherent vision for preparing education professionals; is aligned with professional, state, and institutional standards; and is evident in all standards
- Six Unit Standards:
 - Standard 1. Candidate Knowledge, Skills and Dispositions
 - Standard 2. Assessment System and Unit Evaluation
 - Standard 3. Field Experiences and Clinical Practice
 - Standard 4. Diversity
 - Standard 5. Faculty Qualifications, Performance and Development
 - Standard 6. Unit Governance and Resources

What are Program Reports?

Submitted to CSDE in November 2007 for Elementary Education and for Secondary Education in the endorsement areas of Spanish, English, Mathematics, History/Social Studies, Chemistry, Biology, and General Science, as well as for the Ed Leadership and Literacy Programs. The School is also endorsed in Secondary Business, but a Program Report for Business was not required. Program Reports focus on the assessments used by the Unit to demonstrate that our Candidates have mastered the knowledge, skills and dispositions to help all children learn.

What is the Institutional Report?

Submitted to CSDE in March 2008 to explain how we assess our Candidates as they move through the programs at the four gateways, to demonstrate how the Unit fulfills the requirements of the six NCATE Standards, and to show how the Conceptual Framework flows throughout the programs, assessments, and standards.

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What is our Conceptual Framework?

As articulated in the NCATE Standards, “the conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work in P-12 schools.” The Conceptual Framework of the Isabelle Farrington School of Education includes our Philosophy of Education, the four Principles on which our Philosophy is grounded, and five Domains of Excellence in which our candidates are expected to demonstrate proficiency upon completion of our programs.

Overarching Theme

The overarching theme of our Conceptual Framework is:

“Promoting a Culture of Excellence in a Changing World”

Guiding Principles

A Culture of Excellence is promoted when educational practitioners:

1. Possess a professional knowledge base
2. Utilize natural and acquired personal and professional skills
3. Demonstrate professional dispositions and commitments
4. Respond to change in the educational environment, including diversity and technology

Domains of Excellence

The Domains of Excellence represent the components of educator excellence identified by Isabelle Farrington School of Education faculty in consultation with P-12 school teachers, administrators and literacy specialists. They are the central tenets of our Conceptual Framework. The Domains are aligned with State, NCATE and professional association standards, and are the areas in which the proficiencies and competencies of candidates in each of the Unit’s three programs are assessed

- The five Domains are:
 - Domain I: Context
 - Domain II: Content
 - Domain III: Learner
 - Domain IV: Pedagogy
 - Domain V: Educator

What is our Assessment System?

Our Assessment System provides for assessment of competencies related to all five Domains for each of the School of Education’s three programs. The Assessment System captures, analyzes and reports on data through its electronic e-STAR database. Both initial and advanced programs have four transition points, called gateways, to assess candidate competencies, growth and development.

- These transition points are:
 - Gateway I: Admission to program
 - Gateway II: Pre-clinical (prior to student teaching or clinical experience)
 - Gateway III: Program Completion (after student teaching or clinical)
 - Gateway IV: Post-program Completion (after graduation from program)

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