

CONNECTICUT STATE BOARD OF EDUCATION  
Hartford

**TO BE PROPOSED:**

April 6, 2016

**RESOLVED**, That the State Board of Education, pursuant to Section 10-145d-9(g)(1)(A) of the Regulations of Connecticut State Agencies, grants full approval to Mitchell College for the period April 6, 2016, to September 30, 2017, for the purpose of certifying graduates from Mitchell College in the following area:

<u>Program</u>	<u>Grades</u>	<u>Certification</u>	<u>Program Type</u>
Early Childhood	Nursery-Grade 3	Initial	Undergraduate

and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_ this sixth day of April, Two Thousand Sixteen.

Signed: \_\_\_\_\_  
Dr. Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**DATE:** April 6, 2016

**SUBJECT:** Continuing Approval of Mitchell College Early Childhood Education Program

**Executive Summary**

**Introduction**

Connecticut statutes require State Board of Education (SBE) approval of all educator preparation programs leading to Connecticut educator certification. Once approved, programs are required to seek continuing approval every five years. Although not currently required by Connecticut, programs may also voluntarily seek national accreditation through the National Council for Accreditation of Teacher Education (NCATE).

Both state program approval and NCATE accreditation require that programs meet the six performance-based NCATE standards (Attachment A), along with Connecticut certification and educator preparation regulations.

Mitchell College is currently approved for one preparation program in the area of early childhood education. During a March 4, 2015, meeting, the SBE placed Mitchell on probationary approval due to Mitchell not meeting NCATE standard 5 (Faculty Qualifications, Performance, and Development) and CSDE certification regulatory requirements regarding sufficient number of highly-qualified, full-time faculty. This report presents Mitchell's progress towards meeting NCATE standard 5 and CSDE regulatory requirements, including a recommendation by the Commissioner to reinstate Mitchell's full approval status for its early childhood education program.

**History/Background**

Mitchell College, founded in 1938, is a coeducational, residential institution of higher education that grants both associate and baccalaureate degrees. Serving mostly students from the greater New London, Connecticut, area, students also come to Mitchell from 24 other states, the District of Columbia, and four other countries. Current enrollment statistics show a student body consisting of 778 students, with 85 percent (661) of these students being of full-time status. Mitchell is currently accredited by the New England Association of School and Colleges (NEASC) and approved by the SBE to offer one educator preparation program at the baccalaureate, initial preparation level, which is the early childhood education (Nursery-Grade 3) certification (#113).

During spring 2012, having met all six NCATE standards, Mitchell College was granted full continuing approval through September 30, 2017.

At the time of the 2012 visit, the Mitchell early childhood education program had four full-time faculty members. Shortly after the 2012 visit, CSDE focused monitoring procedures revealed that Mitchell had lost all but one full-time faculty member, due to strategic planning and reorganization efforts. This reduction in faculty numbers resulted in Mitchell no longer meeting the requirements of NCATE standard 5, *Faculty Qualifications, Performance, and Development*, requiring a sufficient number of highly-qualified, full-time faculty.

Additionally, CSDE certification regulations mandate specific areas of candidate training through coursework and clinical experiences to ensure that candidates recommended for the #113 certification are adequately prepared to serve as early childhood educators in Connecticut schools. Due to the faculty losses, Mitchell no longer had a sufficient number of full-time faculty members to ensure that candidates were receiving the training and clinical supervision required by regulation.

In March 2015, the SBE placed Mitchell on probationary approval for the period March 4, 2015, to September 30, 2016, and indicated that in order to have full program approval reinstated, Mitchell would need to hire at least one more full-time faculty member to ensure that program candidates will be trained to serve in Connecticut under the #113 early childhood certification in accordance with NCATE standards and certification regulations.

During a January 8, 2016, meeting, Mitchell reported on the two new faculty members that had been hired to the CSDE Review Committee, which makes recommendations to the Commissioner of Education regarding the continuing and new program approval of Connecticut educator preparation programs (Attachment B). Additionally, Mitchell reported that as the early childhood education program grows and enrollment numbers begin to approximate the pre-strategic planning enrollment number—program enrollment has declined from approximately 15 candidates per year to seven—College President Janet Steinmayer has committed to hiring an additional full-time faculty member for the program. Based on Mitchell's progress regarding new faculty hires, the Program Review Committee recommended full program approval for Mitchell's early childhood education program.

### **Recommendation/Justification**

Due to the hiring of two highly-qualified, full-time faculty members, along with the expressed commitment by Mitchell College to hire an additional full-time faculty member as candidate numbers increase, the CSDE recommends that the Mitchell College educator preparation program in early childhood education be granted full approval for the period April 6, 2016, to September 30, 2017.

**Follow-Up Activity**

If granted full continuing approval by the SBE, Mitchell College will host its next continuing approval visit during spring 2017, which is Mitchell’s regularly scheduled visit in accordance with Connecticut’s five-year visit cycle stipulated in regulation (Attachment C). During the spring 2017 visit, faculty members and qualifications will be reviewed along with all other program components.

Prepared by: \_\_\_\_\_  
Katie Toohey, Ph.D., Program Approval Coordinator  
Talent Office

Reviewed by: \_\_\_\_\_  
Shannon Marimón, Division Director  
Talent Office

Approved by: \_\_\_\_\_  
Sarah J. Barzee, Ph.D., Chief Talent Officer  
Talent Office

**National Council for Accreditation of Teacher Education (NCATE)  
Professional Standards for the Accreditation of  
Schools, Colleges and Departments of Education**

**Standard 1 – Candidate Knowledge, Skills, and Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

- Content Knowledge for Teacher Candidates
- Pedagogical Content Knowledge and Skills for Teacher Candidates
- Professional and Pedagogical Knowledge and Skills for Teacher Candidates
- Student Learning for Teacher Candidates
- Knowledge and Skills for Other School Professionals
- Student Learning for Other School Professionals
- Professional Dispositions for All Candidates

**Standard 2 – Assessment System and Unit Evaluation**

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

- Assessment System
- Data Collection, Analysis, and Evaluation
- Use of Data for Program Improvement

**Standard 3 – Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills and dispositions necessary to help all students learn.

- Collaboration between Unit and School Partners
- Design, Implementation, and Evaluation of Field Experiences and Clinical Practice
- Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn

#### Standard 4 – Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates and diverse students in P-12 schools.

- Design, Implementation, and Evaluation of Curriculum and Experiences
- Experiences Working with Diverse Faculty
- Experiences Working with Diverse Candidates
- Experiences Working with Diverse Students in P-12 Schools

#### Standard 5 – Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

- Qualified Faculty
- Modeling Best Professional Practices in Teaching
- Modeling Best Professional Practices in Scholarship
- Modeling Best Professional Practices in Service Collaboration
- Unit Evaluation of Professional Education Faculty Performance
- Unit Facilitation of Professional Development

#### Standard 6 – Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

- Unit Leadership and Authority
- Unit Budget
- Personnel
- Unit Facilities

**CONNECTICUT STATE DEPARTMENT OF EDUCATION  
Educator Preparation Program Approval Review Committee, 2015-2016**

<b>Educator Preparation Program Representation</b>	<b>K-12 Representation</b>	<b>Community Representation</b>	<b>CSDE/OHE Representation (non-voting members)</b>
<p><b>1. Dr. Helen Abadiano</b> Chair, Reading and Language Arts Department School of Education and Professional Studies Central Connecticut State University (9/2013-9/2016)</p> <p><b>2. Dr. Hari Koirala</b> Chair, Department of Education School of Education and Professional Studies Eastern Connecticut State University (9/2013-9/2016)</p> <p><b>3. Dr. Patricia Mulcahy-Ernt</b> Director, Graduate Programs, Literacy/English Education Director, Center for Excellence, Learning and Teaching University of Bridgeport (9/2013-9/2016)</p>	<p><b>1. Joseph Bonillo</b> Teacher, History/Social Studies Waterford High School Waterford Public Schools (9/2013-9/2016)</p> <p><b>2. Kenneth Di Pietro</b> Superintendent Plainfield Public Schools (9/2013-9/2016)</p> <p><b>3. Dr. David Erwin</b> Superintendent Avon Public Schools (9/2013-9/2016)</p> <p><b>4. Dr. Erin McGurk</b> Director, Educational Services Ellington Public Schools (9/2013-9/2016)</p> <p><b>5. Dr. Salvatore Menzo</b> Superintendent Wallingford Public Schools (9/2013-9/2016)</p>	<p><b>1.A. Bates Lyons</b> President Bates Lyons and Associates Torrington, CT (9/2013-9/2016)</p>	<p><b>Dr. Katie Toohey</b> CSDE</p> <p><b>Shannon Marimón</b> CSDE</p> <p><b>Dr. Noah Dion</b> OHE</p>

**Regulations of Connecticut State Agencies  
for Educator Preparation Program Approval  
Section 10-145d-9(g)**

**Board Action**

After reviewing the recommendation of the Program Review Committee, the Commissioner shall make one or more recommendations to the Board. Based on the Commissioner's recommendation, the Board shall take one of the following actions.

(1) For programs requesting continuing approval:

- (A) Grant full program approval for five years, or for a period of time to bring the program into alignment with the five year approval cycle. The Board may require that an interim report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.
- (C) Grant probationary approval for a time period not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

(2) **For new programs in institutions which have current approved programs:**

- (A) Grant full program approval for a period of time to bring the new program into the five year approval cycle of all other programs offered by the institution. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (B) Grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date

set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.

- (C) Grant probationary approval not to exceed three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (D) Deny approval.

**(3) For new programs starting in institutions without other approved programs:**

- (A) Grant program approval for two years. The institution shall submit to the Program Review Committee, after two semesters of operation, a written report which addresses the professional education unit's progress in implementing the new program. The Board shall require an on-site visit in addition to this report.
- (B) Following the on-site visit after two years of operation, grant full program approval for three years. The Board may require that a written report be submitted to the Department, on a date set by the Board, prior to the end of the approval period.
- (C) Following the on-site visit after two years of operation, grant provisional approval for a time period not to exceed three years, if substantial non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board may require an on-site visit in addition to this report.
- (D) Following the on-site visit after two years of operation, grant probationary approval for up to three years, if significant and far-reaching non-compliance with current standards is identified. The institution shall submit to the Program Review Committee, on a date set by the Board, a written report which addresses the professional education unit's progress in meeting the standards which were not fully MET. The Board shall require an on-site visit in addition to this report.
- (E) Deny approval.