

**Joint Meeting of the
Board of Governors for Higher Education
and the
State Board of Education**

January 2, 2008, Meeting
9:30 a.m. - Noon

Legislative Office Building, Room 1A
Hartford, Connecticut 06106

A G E N D A

- I. Call to Order
- II. Public Participation
- III. Items for Discussion

Joint Meeting of the State Board of Education and
Board of Governors for Higher Education
(9:30 a.m. – Noon)

Commissioner McQuillan
Commissioner Lewis

- A. Presentation by Stephen Coelen, “Next Steps”

S. Coelen, Nellie Mae
Education Foundation

- B. [Early Childhood Education Alternate Route Program
at Charter Oak State College](#)

J. Zdanys/N. Pugliese

- C. Approval of Memorandum of Understanding
Achieve, Inc. (action)

V. Lewis
M. McQuillan

- D. Update on PK-16 Council

M. McQuillan

12:00 Recess

STAFF REPORT: ACADEMIC AFFAIRS AND PLANNING

Institution: Charter Oak State College

Item: Approval to offer an Alternate Route to Certification program, leading to Early Childhood Certification

Background

The proposed Alternate Route to Certification (ARC) program in Early Childhood Education at Charter Oak State College was created in response to a request from the Department of Higher Education for proposals to establish an ARC program. The intent is to respond to legislative interest and support to fund an ARC program that would assist in meeting the shortage of certified Early Childhood teachers and provide opportunities for persons holding baccalaureate degrees and working in early child care settings to become certified. A one year grant would be used to fund planning, design and first cohort implementation activities for an alternate route program.

A coalition of early childhood programs and faculty representatives across the state decided to jointly respond to the proposal and the current design is the product of the coalition's collaboration and partnership. Additionally, the coalition reviewed and approved all major products associated with the program such as module content, evaluation tools, portfolio guidelines and requirements. The coalition developed the overall structure of the program, and reviewed all policies and documents for the program. The program is to be administered at Charter Oak State College with design and policy decisions made with the support of the coalition.

The State Department of Education and the Department of Higher Education conducted an evaluation visit to determine whether the proposed program met the relevant standards and regulatory requirements of the respective Departments. The visiting team concurred that Charter Oak has designed an ARC program that meets the Department of Higher Education standards and the State Department of Education requirements for the initial preparation of early childhood educators in accordance with all six NCATE standards and all Connecticut statutory and regulatory requirements. All standards received a rating of "Met."

Commissioner's Recommendation

It is recommended that the Board of Governors approve an Alternate Route to Certification program, leading to Early Childhood Certification, to be offered by Charter Oak State College, until 2010.

Description

Purpose and Objectives

The goals of the program are:

- To increase the content knowledge of experienced professionals and expand their ability to provide learning environments in a manner consistent with state and national standards for excellence in the field;
- To increase their ability to provide instruction and classroom management in relation to a range of more specialized pedagogy and content such as early literacy, children with special needs, behavioral challenges, culturally responsive curriculum, evidence-based practice, working with families, and professional leadership and ethics;
- To provide challenging and high quality field experiences which encourage them to further develop and reflect upon their practice;
- To encourage development of dispositions for teaching which are necessary for success in the classroom;
- To provide access to experts in the field that will model, present, and provide mentorship in current practices in early childhood education;
- To provide candidates with the skills to become active participants and leaders in the early childhood profession:
- To support recent program graduates to help ensure their success as they begin teaching; and
- To pilot the program and make recommendations for future implementation and design of alternate certification programs in early childhood education programs in the state of Connecticut.

Administration

The program will be administered at Charter Oak State College with planning and policy decisions made in conjunction with the coalition. All coalition members are currently involved in teacher preparation programs or are on statewide committees in early childhood education. The coalition meets regularly to discuss policy decisions such as: admissions requirements and processes, graduation requirements, and evaluation processes. In the spring, the coalition will reconvene meetings to monitor progress on program evaluation.

Implementation of the program is coordinated by the ECE ARC Coordinator, whose responsibilities include: managing the ECE ARC budget, developing publicity materials and recruiting candidates, managing the admissions process, serving as primary contact and counselor for candidates, coordinating portfolio activities, maintaining student records, field placements, hiring and supervising faculty and instruction, and implementing the program evaluation plan. The Coordinator reports to the Vice President of Academic Affairs.

Curriculum

Course material will be consistent with the following guidelines and candidates will be responsible for knowing the contents and purpose of each document:

- The essential skills and knowledge mandated by the Connecticut General Statutes and the State Department of Education regulations;
- The goals and standards established for preschool by the State Board of Education in the Preschool Curriculum Framework;
- The guidelines for assessing progress in preschool as established by the State Board of Education in the Preschool Assessment Framework;
- The skills and knowledge required of kindergarten teachers in public schools as established in Connecticut's Common Core of Teaching; and
- What kindergarteners should be able to know and do as described in Connecticut's Common Core of Learning.

The content and pedagogy will be informed by national standards for the field (NAEYC and CEC/DEC) as well as the most current and empirically validated research-based teaching practices in early childhood education. An elaboration of the content in modules is attached.

The program will take 6 months to complete through on-line course work and weekend sessions at Charter Oak State College. In the last two months of the program, candidates will complete a four week field internship. Total instructional time is 345 hrs and the four week field experience will provide at least 140 hours of on-site experience.

Week	Methods Core	Special Topics One	Special Topics Two	Field Experiences	
1*	Infant and Toddler Methods	I/T Lang/Lit	Birth to Three Assessment		
2					
3*					
4		Challenging Behaviors			Behavioral Observation
5*					Language observation
6					Child Assessment #1
7*		Special Needs	Working with Families		
8					Micro-teaching session #1 due
9*					
10					Observation of I/T program with Inventory of Practice
11*					
12					Home Visiting Observations

13*	PreK/K Methods	PreK/K Language and Literacy	Home Visiting	
14				Family Interview
15*				Micro-teaching session #2 due
16				Field Placement
17*				
18				
19*		Ethics and Standards <i>(students are encouraged to complete prior)</i>	PreK/K Assessment	
20				
21*				
22				Program Evaluation
23*	Child Assessment #2			
24				

* Denotes weekend instruction

The following are the field experiences for the ECE ARC:

- Pre-semester program observation of a program type different from their primary professional experiences;
- Observation of an infant/toddler teaching using the Inventory of Practice;
- Behavioral observation and assessment;
- Collection of language and writing samples;
- Two child assessments;
- Program observation;
- Two microteaching sessions;
- Home visiting job shadowing;
- Family interview and assessment; and
- Four week full-time internship.

As the ECE ARC candidates have previous experience providing professional educational experiences to young children, candidates will be actively engaged in field experiences interacting with young children from the beginning of the program. Many of the initial observations provided in traditional teacher preparation programs are not necessary for this population of learners. However, to support candidates' skill acquisition and ensure that high quality interactions take place between our candidates and children and families in field settings, candidates will participate in increasingly more advanced activities. In particular, Birth to Three early intervention job shadowing, child assessments and the four-week internship will not be conducted until the candidate has successfully completed a number of other field experiences and demonstrated their professionalism and ability to positively engage with young children and others.

Projected Enrollment

During the first year, the program will enroll 21 applicants. Scholarships will be available for some needy students.

Faculty

The ECE ARC has assembled a faculty of individuals who have special expertise in early childhood education, are highly experienced in the field, and have previous relevant teaching experience. All methods faculty have exceptional expertise in the field and supervisory experience. All faculty members are actively involved in professional organizations. All individuals are also course developers for the program and have assisted more broadly in the development of the program structure and content.

Module	Content	Products/ Key Assessments	Candidate Objectives	Standards
Methods I: Infant/Toddler Methods 12 weeks 6 weekend class sessions of 4 hours each Minimum 3 contact hours each week on- line 60 contact hours	How do infants and toddlers learn? Relating development to curriculum Supportive interactions <i>DAP</i> content in I/T programs (music, lang/ literacy, science, art, movement, numeracy, social studies) Integrating adaptations for special needs into the program and curriculum The role of play Environment and Scheduling Health and Safety considerations Infant Mental Health Classroom management Types of curricula/program models Parent involvement Culturally responsive curriculum	<ul style="list-style-type: none"> • I/T Unit plan • Observe an I/T teaching using the Inventory of Practice • Videotaped teaching session in an I/T classroom • Virtual presentation of a strategy • Mid-term • Article critiques/Case study responses 	Discuss the processes of how infants and toddlers most effectively learn through interactions with their environment and caregivers Apply infant and toddler learning theory to curriculum and interactions in: designing activities, environments and engaging in supportive interactions Design and discuss developmentally appropriate learning experiences for infants and toddlers across the curriculum and content areas (e.g., music, tang/literacy, science, art, movement, numeracy) Design and discuss issues in developmentally appropriate environments and schedules for infants and toddlers Discuss issues and strategies in providing healthy and safe environments for infants and toddlers Apply universal design to an infant and toddler program Design and discuss strategies for supporting infant and toddlers with special needs Design and discuss strategies for parent involvement and extending learning to the home Discuss features of different types of infant/toddler curricula and program models Discuss appropriate and effective classroom management techniques for infant and toddler programs Discuss strategies for supporting families and children through transitions	NAEYC: 1a, 1b, 1 c, 2b, 2c 4a, 4b, 4c, 4d, 5c CEC/DEC: Knowledge: 2.6, 3.1, 3.2, 4.1, 5.0, 7.1, 7.2, 7.3 Skills: 2.1, 3.1, 3.2, 4.1,4.4 CT Regs Sec. 10-145d-433: (d) (2) (A) I, ii, iv, v, vi; (d) (2) (B) ii, iii, iv

	Transitions to PreK		Use assessment to modify curricula and instruction	
Methods II: Preschool/K <i>12 weeks</i> 6 weekend class sessions of 4 hours each Min. 3 contact hours each week on-line <i>60 contact hours</i>	How do preschoolers learn? Relating development to curriculum Supportive interactions <i>DAP</i> Content in Pre-K (music, lang/literacy, science, art, movement, numeracy social studies) The role of play Environment and scheduling Classroom management Teaching children about health and safety Technology Types of curricula/program models Culturally responsive curricula School readiness Transitioning to Big School- The K year	<ul style="list-style-type: none"> • Pre-KJK Unit plan • Videotaped teaching session in a PreK class • Virtual presentation of a teaching strategy • Article critiques/Case Study responses 	Discuss the processes of how preschoolers and kindergarteners most effectively learn through interactions with their environment and teachers Apply preschool/kindergarten learning theory to curriculum and interactions in: designing activities, environments and engaging in supportive interactions Design and discuss developmentally appropriate learning experiences for preschoolers/kindergarteners across the curriculum and content areas (music, lang/literacy, science, art, movement, numeracy, world knowledge) Design and discuss issues in developmentally appropriate environments and schedules for preschoolers and kindergarteners Discuss issues and strategies in providing healthy and safe environments for preschoolers and kindergarteners; including developmentally appropriate teaching goals for children's awareness of healthy and safety issues Apply universal design to preschool/kindergarten program Design and discuss strategies for supporting preschoolers/kindergarteners with special needs Design and discuss strategies for parent involvement and extending learning to the home Discuss features of different types of preschool/kindergarten curricula and program models Discuss appropriate and effective classroom management techniques	NAEYC: 1 a, lb, 1 c, 2b, 2c 4a, 4b, 4c, 4d, 5c CEC/DEC: Knowledge: 3.1, 3.2, 4.1, 5.0, 7.1, 7.2, 7.3 Skills: 2.1, 3.1, 3.2, 4.1,4.4 CT Regs Sec. 10-145d-433: (d) (2) (A) i, ii, iv, v, vi; (d) (2) (B) ii, iii, iv CT Core of Teaching (K):I, Ha, lib, Hc, Hd, He, Iff, Hg, III, IV

	<p>Kindergarten curriculum development</p> <p>Pedagogical strategies for Kindergarten</p> <p>Transitioning out of Kindergarten</p>		<p>for preschoolers/kindergarteners</p> <p>Use assessment to modify curriculum and instruction</p> <p>Provide instruction to support children's school readiness</p> <p>Discuss strategies to support children and families through critical transitions</p> <p>Discuss appropriate and effective uses of technology in the preschool/kindergarten classroom</p>	
<p>Language and Literacy I: Infant and Toddlers</p> <p>3 Weeks</p> <p>1 weekend class session of 3 hours</p> <p>Min. 3 hours contact on-line each week</p> <p><i>12 contact hours</i></p>	<p>Communication and Language milestones</p> <p>Relationship of communication and language to other areas of development</p> <p>Supportive interactions/interventions</p> <p>Second language acquisition</p> <p>Use of books to support language and later literacy skills</p>	<ul style="list-style-type: none"> • Evident in I/T unit plan • Evident in teaching session • Collect a language sample (older toddler or young preschooler) and analyze • Presentation of a teaching strategy • Mid-term 	<p>Describe major milestones in infant and toddler communication and language development</p> <p>Discuss the relationship between cognitive and socio-emotional development and infant and toddler communication and language development</p> <p>Describe adult-child interaction patterns that support infant and toddler communication and language development</p> <p>Describe intervention strategies to support infant and toddlers with communication and/or language delays</p> <p>Describe the process of second language acquisition</p> <p>Discuss and describe strategies for developing early literacy skills and using books to stimulate language development</p>	<p>NAEYC la, lb, lc, 3b, 3c, 4b,</p> <p>CEC/DEC: Knowledge: 3.1, 3.2, 6.1, 6.2 Skills: 3.1, 3.2, 4.2, 4.3, 5.3, 5.4, 6.1, 6.2, 6.3</p> <p>CT Regs Sec. 10-145d-433 : (d) (A) i,ii</p>
<p>Language and Literacy II: Preschool/</p>	<p>Language milestones</p> <p>Relationship of language to areas of development</p> <p>Supportive</p>	<ul style="list-style-type: none"> • Evident in PK unit plan • Evident in K unit plan • Evident in Program Observation 	<p>Describe major milestones in language development for children aged 3-5</p> <p>Discuss the relationship between cognitive and socio-emotional development and language development in children aged 3-5</p>	<p>NAEYC la, lb, lc, 3b, 3c, 4b,</p> <p>CEC/DEC: Knowledge: 3.1, 3.2, 6.1, 6.2</p>

<p>6 weeks</p> <p>3 weekend class sessions of 3 hours each</p> <p>Min. 3 contact hours online each week</p> <p><i>27 contact hours</i></p>	<p>interactions/interventions</p> <p>Related to content and curriculum (e.g., CT Preschool Framework)</p> <p>Early literacy</p> <p>Early writing</p> <p>Literacy and language connection</p> <p>Bilingualism, ELL</p> <p>Family Literacy programs</p> <p>Early identification of reading problems</p> <p>Interventions for early reading problems</p>	<p>(ELLCO)</p> <ul style="list-style-type: none"> • Evident in teaching session writing sample • Present a teaching strategy • Knowledge check 	<p>Describe adult-child interaction patterns that support language development for children aged 3-5</p> <p>Describe and discuss ways to incorporate language arts into the preschool curriculum</p> <p>Describe intervention strategies to support preschoolers with language delays</p> <p>Discuss strategies to support linguistically diverse (ELL) students in the classroom</p> <p>Describe the relationship between language development and later reading</p> <p>Describe strategies to support early literacy development in Preschool</p> <p>Describe strategies to support beginning readers and writers in Kindergarten</p> <p>Describe strategies for identifying and supporting children in kindergarten at risk for reading difficulties</p> <p>Describe strategies for providing family literacy programs</p> <p>Examine and select children's literature for a preschool/kindergarten program</p>	<p>Skills: 3.1, 3.2, 4.2, 4.3, 5.3, 5.4, 6.1, 6.2, 6.3</p> <p>CT Regs Sec. 10-145d-433 : (d) (A) i,ii</p>
<p>Special Needs</p> <p>6 weeks</p> <p>3 weekend class sessions of 4 hours each</p>	<p>Environmental and biological risk factors</p> <p>Effects of common disabilities</p> <p>Special health care needs</p>	<ul style="list-style-type: none"> • Evident in Unit plans • Case study responses • Evident in all observations 	<p>Identify and discuss factors that place a child at risk for developmental delays</p> <p>Identify and discuss conditions associated with developmental delays</p> <p>Discuss issues and strategies in providing care and education to</p>	<p>NAEYC: 1b, 4d</p> <p>CEC/DEC: Knowledge: 1.1, 2.2, 2. 3, 2.4, 2.5, 2.7, 8. 2, 9.1</p> <p>Skills: 1.1, 3.2,</p>

<p>Min. 3 contact hours online each week</p> <p><i>30 contact hours</i></p>	<p>Support strategies and accommodations</p> <p>Big Picture IDEA-LRE, parent rights, timelines, transition, categories</p> <p>CT policies and programs</p>	<ul style="list-style-type: none"> • Mid-term 	<p>young children who have special health care needs.</p> <p>Describe strategies for supporting the development of, and adapting early childhood program environments and curricula, for young children with sensory impairments, motor impairments, and developmental delays in language and cognition</p> <p>Summarize the rights of families and children with special needs in IDEA part B and part C</p>	<p>4.1, 4.7, 7.8, 9.6 7.3</p> <p>CT Regs Sec. 10-145d-433: (d) (2) (A) vi, (d) (2) (B) iv</p>
<p>Challenging Behaviors</p> <p><i>3 Weeks</i></p> <p>1 weekend class session of 3 hours</p> <p>Min. 3 hours contact on-line each week</p> <p><i>12 contact hours</i></p>	<p>Common causes of behavior problems</p> <p>Prevention and remediation</p> <p>Peer interactions/interventions for children with special needs</p> <p>Special focus on autism</p>	<ul style="list-style-type: none"> • Positive Behavior Plan • Mid-term 	<p>Discuss common causes of behavior problems</p> <p>Discuss circumstances when a behavior problem is related to development</p> <p>Describe methods of preventing and remediating challenging behaviors</p> <p>Describe methods for supporting children's social competence with peers</p> <p>Describe methods for supporting children with autism in inclusive settings</p>	<p>NAEYC: 4b</p> <p>CEC/DEC: Skills: 4.5, 4.6, 4.8</p>
<p>Ethics and Professionalism</p> <p>(6 weeks)</p> <p>Self Guided</p> <p><i>27 contact hours</i></p>	<p>State and Federal codes</p> <p>Standards of professionalism in ECE (NAEYC, CEC)</p> <p>Ethical issues in ECE</p> <p>Understanding how standards are used for curriculum</p>	<ul style="list-style-type: none"> • Response to cases • Test on key terms 	<p>Discuss the impact of a variety of state and federal regulations on providing educational services to young children including: IDEA Part B and C, CAPTA, NCLB and FERPA</p> <p>Discuss how major standards of professionalism apply to practice in early childhood education (NAEYC, CEC, CT Code)</p> <p>Discuss how standards are used for curriculum development</p>	<p>NAEYC: 5a, 5b, 5d, 5e</p> <p>DEC/CEC: Knowledge: 1.2, 9.1, 9.2 Skills: 9.2, 9.7</p>

	development Leadership and advocacy Mandated reporting, abuse and neglect		Discuss key issues in leadership and advocacy in early childhood Discuss current ethical challenges in the field of early childhood education: (e.g., inclusion, readiness assessments, preschool expulsion, working with at risk families)	
Working with Families (6 weeks) 6 week 3 weekend class sessions of 3 hours each Min. 3 contact hours online each week <i>27 contact hours</i>	Families as primary teachers Culture and parenting Cultural competence Home school communication Communication skills Building parent partnerships Culturally responsive curriculum	<ul style="list-style-type: none"> • Evident in Unit Plans • Responses to Parent Panels • Case responses • Family Interview (part a) 	<p>Define major theories for partnering families and communities with schools.</p> <p>Describe the role of families as primary teachers and partners.</p> <p>Identify family and community characteristics.</p> <p>Describe family centered practice in Early Childhood Education.</p> <p>List ways to build partnerships with families in an Early Childhood Programs.</p> <p>Describe family structure and function in today's society.</p> <p>Define and discuss empowerment of families.</p> <p>Link children's language and culture to a culturally responsive curriculum.</p> <p>Collaborate and consult with other professionals to identify family supports/resources to support children's development, learning and well - being.</p> <p>Identify and reflect upon communication skills and active listening techniques to promote cultural competence and home-school communications.</p>	NAEYC: 2a, 2b, 2c CEC/DEC: Skills: 3.1, 4.1, 8.1, 8.2, 9.7
Methods III:	Home visiting models	<ul style="list-style-type: none"> • Home Visiting Observation 	Describe models of home visiting	NAEYC 2a, 2b, 2c

<p>Home Visiting</p> <p>6 weeks</p> <p>3 weekend class sessions of 4 hours each</p> <p>3 contact hours on-line each week</p> <p><i>30 contact hours</i></p>	<p>Natural environments</p> <p>Family centered practice</p> <p>Parenting education/coaching consultation</p> <p>IFSP development and teaming</p> <p>Working with families at risk/under stress</p>	<ul style="list-style-type: none"> • Activity plan • Family Interview (part b) 	<p>Describe the use of natural environments and daily routines in early intervention</p> <p>Describe family centered practice in Early Intervention</p> <p>Describe strategies for supporting parents in their role as primary teachers, including coaching and consultation models</p> <p>Discuss ideal practices for teaming to develop IFSPs</p> <p>Discuss how families are included as part of the IFSP team</p> <p>Discuss strategies and issues when serving families at risk or under stress</p>	<p>CEC/DEC Skills: 3.1, 4.1, 8.1, 8.2, 9.7</p>
<p>Assessment I: Infants and Toddlers</p> <p>6 weeks</p> <p>3 weekend class sessions of 4 hours each</p> <p>Min. 3 contact hours online each week</p> <p><i>30 contact hours</i></p>	<p>Screening/developmental red flags</p> <p>Newborn/infant assessment</p> <p>Multidisciplinary assessment in Bto3</p> <p>Goals of assessment</p> <p>Appropriate assessment</p> <p>Methods (e.g., formal vs. anecdotal)</p> <p>Considerations with I/T, special needs, ELL families/children</p>	<ul style="list-style-type: none"> • Child Assessment using two methods of assessment with individualized program plan • PT Unit plan ("How will you know it was effective") 	<p>Discuss goals for assessment</p> <p>Discuss appropriate methods of assessment</p> <p>Discuss different methods of observing, recording and assessment for infants and toddlers</p> <p>Describe screening techniques for infants and toddlers</p> <p>Identify and describe major milestones and developmental red flags in children aged birth to three</p> <p>Conduct a developmental assessment with a child aged birth to three</p> <p>Interpret and communicate assessment results with children aged birth to three</p> <p>Discuss uses of assessment results</p>	<p>NAEYC Ia, 3a, 3b, 3c, 3d;</p> <p>CEC/DEC: Knowledge: 8. 1, 8.3 Skills: 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10</p> <p>CT Regs. Sec. 10-145d-431d. 1 .A. iii</p>

	<p>Interpreting and communicating results</p> <p>Using results (identification, IFSP development, for curriculum changes, measuring progress)</p> <p>Writing Functional Outcomes,</p> <p>Parent Partnerships</p>		<p>Develop learning goals based on assessment</p> <p>Describe strategies for including parents in the assessment process</p>	
<p>Assessment II: Preschoolt/K</p> <p>6 weeks</p> <p>3 weekend class sessions of 4 hours each</p> <p>Min. 3 contact hours online each week</p> <p><i>30 contact hours</i></p>	<p>Development red flags in preschool</p> <p>Considerations with PreK children, special needs, ELL families/children</p> <p>Interpreting and communicating results</p> <p>Using results (for individual children, IEP components, for curriculum changes, measuring progress)</p> <p>Writing Functional Outcomes</p> <p>For program evaluation (ELLCO, ECERS)</p> <p>Developmental Reading Assessments</p>	<ul style="list-style-type: none"> • Child Assessment using two methods of assessment with individualized program plan • Unit plans (How will you know it was effective") 	<p>Discuss different methods of observation, recording, and assessment for preschool/kindergarten across developmental domains</p> <p>Describe screening techniques for preschool/kindergarteners</p> <p>Discuss culturally appropriate assessment techniques</p> <p>Identify and describe major milestones and developmental red flags in children aged 3-5</p> <p>Conduct a developmental assessment with a child aged 3-5</p> <p>Interpret and communicate assessment results with children aged 3-5</p> <p>Discuss uses of assessment results for children aged 3-5</p> <p>Develop learning goals based on assessment</p> <p>Conduct a program assessment and develop a quality improvement plan</p>	<p>NAEYC Ia, 3a, 3b, ^{3c}, 3c1;</p> <p>CEC/DEC: Knowledge: 8. 1, 8.3</p> <p>Skills: 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10</p> <p>CT Regs Sec 10-145d-431d.1.A. iii</p>