The attached work plan describes objectives, activities, benchmarks, and responsible parties associated with the University of Connecticut’s efforts to revamp its teacher education program in order to improve pupil achievement. This work plan covers Years 1 and 2; and sometimes includes activities that will extend into Year 3.

The work plan is organized according to the three TNE design principles, with the following objectives subsumed under principles A – C:* 

**Principle A: Decisions Driven by Evidence**
1. Develop a Pupil Assessment Plan for the TNE Project;
2. Determine how Neag’s current tools, instruments, data, and procedures can be used or modified to fit TNE needs;
3. Engage target stakeholders/ constituencies in assessment initiatives; and
4. Develop K-12 pupil impact studies that examine academic achievement and psychosocial/ environmental influence on learning.

**Principle B: Engagement with the Arts and Sciences**
1. Establish formal working relationships to engage College of Liberal Arts and Sciences faculty in TNE activities;
2. Align the College of Liberal Arts and Sciences and Neag School of Education curricula with the three TNE design principles to enhance the content knowledge of prospective teachers;
3. Initiate collaboration among the Neag School of Education, the College of Liberal Arts and Sciences, and Connecticut’s public school teachers in order to generate research related to TNE’s three design principles;
4. Retain Honors students entering the Neag School of Education;
5. Create opportunities for Neag students to complete a dual major in education and a content area;
6. Maximize the academic potential of students from diverse backgrounds by providing professional development to faculty and systemically placing teacher candidates in clinical experiences;
7. Provide pre-education courses that integrate content specific pedagogy, assessment, and technology; and
8. Provide teacher candidates with a broad set of literacy experiences that incorporate various disciplines (e.g. computer literacy, global education, environmental sciences, reading and writing).

*Note: Objectives relate to what the project plans to achieve; Activities specify the work to be preformed; Benchmarks indicate incremental targets toward which the project is striving; Timelines represent the date by which benchmarks are to be completed; and responsible parties refer to the group of people responsible for accomplishing the benchmark.*
Principle C: Teaching as an Academically Taught Clinical Practice Profession
1. Develop plans for a 2-Year TNE Induction/Residency model at UConn;
2. Develop on-going working relationships among the Connecticut State Department of Education (SDE), local school districts, educational associations, and UConn faculty to support Beginning Teachers (BT); and
3. Develop a program to support Neag graduates in improving their clinical practice related to both content-knowledge and pedagogy.

In addition, this Work Plan outlines objectives related to the administration of the Teachers for a New Era Project:
1. Staff TNE positions outlined in UConn’s TNE proposal;
2. Establish committee structures to achieve the project’s objectives;
3. Review the university’s promotion, tenure, and reappointment policies to ensure that TNE participation is valued and recognized as a significant contribution to the university;
4. Raise university and community’s awareness of TNE’s goals and objectives;
5. Monitor budget process; and

Further, it should be noted that the attached Work Plan reflects two changes in emphasis from the University of Connecticut proposal. The first is an increased focus on cultural considerations in teaching and learning. This increased emphasis is the result of focus group interviewing as well as comparing employment selections made by our graduates against the composition of entering third-year Neag students; for example, 27% of our graduates accept positions in Connecticut’s priority districts (those with high percentages of minority students and low assessment test scores), while 90% of entering third-year students are white. In addition, 30% of Connecticut’s K-12 students are non-white.

The second change in emphasis concerns extending the University of Connecticut’s TNE focus to K-12 schools, rather than focusing exclusively on middle schools. It should also be noted that the University of Connecticut’s literacy focus will continue to be enhanced in Years 3 and beyond, as we continue to work to increase our efforts in the field of numeracy.
Table of Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AED</td>
<td>Academy for Educational Development</td>
</tr>
<tr>
<td>BEST</td>
<td>Beginning Educator Support and Training</td>
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<tr>
<td>BT</td>
<td>Beginning Teachers</td>
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<tr>
<td>CDC</td>
<td>Curriculum Design Team</td>
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<tr>
<td>CLAS</td>
<td>College of Liberal Arts and Sciences</td>
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<tr>
<td>CUE</td>
<td>Center for Undergraduate Education</td>
</tr>
<tr>
<td>EPSY</td>
<td>Educational Psychology</td>
</tr>
<tr>
<td>FYE</td>
<td>First Year Experience</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistant</td>
</tr>
<tr>
<td>IB/M</td>
<td>Integrated Bachelors and Masters Program</td>
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<tr>
<td>Neag</td>
<td>Neag School of Education</td>
</tr>
<tr>
<td>PI</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>RFP</td>
<td>Requests for Proposals</td>
</tr>
<tr>
<td>SDE</td>
<td>State Department of Education</td>
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<tr>
<td>SES</td>
<td>Socio-Economic Status</td>
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<tr>
<td>TCAC</td>
<td>Teacher Candidate Assessment Committee</td>
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<tr>
<td>TCPCG</td>
<td>Teacher Certification for College Graduates</td>
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<tr>
<td>TNE</td>
<td>Teachers for a New Era</td>
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## Design Principle A: Decisions Driven By Evidence

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<tr>
<th>Objective</th>
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<th>Responsible Parties</th>
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<tbody>
<tr>
<td><strong>1. Develop a Pupil Assessment Plan for the TNE Project</strong></td>
<td>♦ Complete assessment committee configuration and orientation, including representation from the NEAG School of Education (Neag), College of Liberal Arts and Sciences (CLAS), and TNE Assessment Coordinator&lt;br&gt;• Establish the mission, goals, and objectives for three major subgroups: (1) Pupil Performance, (2) Teacher Candidates, (3) Psychosocial/Environmental Impact, and&lt;br&gt;• Develop an Assessment Committee Work Plan&lt;br&gt;♦ Establish a profile of current students in the Integrated Bachelor’s/Master’s (IB/M) and Teacher Certification Program for College Graduate programs (TCPCG) by:&lt;br&gt;• Surveying current students,&lt;br&gt;• Surveying alumni,&lt;br&gt;• Conducting focus groups with relevant stakeholders,&lt;br&gt;• Collating demographics of TNE teacher candidate cohorts (i.e. juniors, seniors, masters), and by&lt;br&gt;• Providing Praxis II test scores by certification area to CLAS and Neag constituent faculty</td>
<td>♦ TNE Assessment Work Plan completed&lt;br&gt;♦ Data will be collected&lt;br&gt;• Quantitative and qualitative analyses performed comparing pre-post studies relative to TNE’s impact, and used as a basis for developing TNE pilot initiatives&lt;br&gt;• Reports will be generated&lt;br&gt;• Teacher candidate profile will be developed</td>
<td>♦ Fall 2004&lt;br&gt;♦ Summer 2005</td>
<td>♦ Assessment Committee&lt;br&gt;♦ Neag Assistant Dean’s Office&lt;br&gt;♦ TNE Student Committee&lt;br&gt;♦ TNE Database Coordinator&lt;br&gt;♦ TNE Assessment Coordinator&lt;br&gt;♦ Director of Teacher Education</td>
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*Note: Objectives relate to what the project plans to achieve; Activities specify the work to be performed; Benchmarks indicate incremental targets toward which the project is striving; Timelines represent the date by which benchmarks are to be completed; and responsible parties refer to the group of people responsible for accomplishing the benchmark.*
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</table>
| 1. Develop a Pupil Assessment Plan for the TNE Project (Cont.) | ♦ Complete a literature review to include information on:  
  - value-added assessments  
  - nested data in districts  
  - existing district assessments  
  - descriptive case studies in public schools  
  - analyses of student work and reflective practice  
  - social norms  
  - leadership  
  - civic engagement  
  - global citizenship and  
  - school climate  
  
  ♦ Design and implement pilot studies that examine teacher candidate impact on pupil achievement in literacy and pupil content knowledge, in addition to teacher candidate skills related to assessment and instruction  
  - Establish pilots relative to literacy acquisition (*AIMSweb*) and relative to assessing and supporting Beginning Teachers (BTs) and teacher candidates (*Taskstream*)  
  - Complete preliminary data collection and analysis  
  - Establish the credibility (reliability and validity) of study tools/instruments (e.g. the inter-rater reliability)  
  - Evaluate pilots  
  
  ♦ Literature review will be completed and available on the TNE web site ([www.tne.uconn.edu](http://www.tne.uconn.edu))  
  
  ♦ Pilot data will be collected, analyzed, reported, and used in order to make decisions concerning future assessments, curriculum design, and induction efforts.  
  - *AIMSweb* pilot  
  - *Taskstream* pilot  
  
  ♦ Summer 2005  
  
  ♦ Same as above |
### Design Principle A: Decisions Driven By Evidence

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</table>
| 2. Determine how Neag’s current tools, instruments, data, and procedures can be used or modified to fit TNE needs | ♦ Review 2002-04 assessment information from the Neag School of Education to complete a needs assessment based on TNE’s objectives | ♦ Existing Neag assessment tools and procedures are modified to generate information aligned with the three TNE design principles. Examples:  
- Added items specific to perceptions of K-12 pupil impact in alumni/employer survey and focus group protocol  
- Addition of new assessments to existing pre-service courses: Assessment I (EPSY 252) and Assessment II (EPSY 253)  
- Inclusion of new instructional activity within EPSY 252 & EPSY 253: Pre-service educators assess state wide data (e.g. Mastery Test scores) | ♦ Spring 2005 | ♦ Assessment Committee  
♦ TNE Assessment Coordinator  
♦ Center for Collaborative Learning  
♦ TNE Database Coordinator |
### Design Principle A: Decisions Driven By Evidence

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<tr>
<td>2. Determine how Neag’s current tools, instruments, data, and procedures can be used or modified to fit TNE needs (Cont.)</td>
<td>♦ Identify outstanding data that needs to be collected in order to inform survey design, development and implementation ♦ Identify areas where assessment subcommittees need more information/support/resources in order to develop assessment instruments</td>
<td>♦ Recommendations will be made for ways TNE data needs can be embedded within the current tools (e.g., Employer Survey, Alumni Survey) ♦ Areas will be identified</td>
<td>♦ Spring 2005 ♦ Summer 2005</td>
<td>♦ Same as above</td>
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</table>

| 3. Engage target stakeholders/constituencies in assessment initiatives | ♦ Establish regular communication with the Curriculum Design and Induction Committees, as well as the TNE Assessment Coordinator, through email and leadership meetings | ♦ Minutes of meetings shared among committees and committee chair meetings scheduled each semester | ♦ Fall 2004 | ♦ Assessment Committee ♦ TNE Assessment Coordinator ♦ Center for Collaborative Learning ♦ Curriculum Design Committee ♦ Induction Committee ♦ TNE Leadership Committee ♦ TNE Director ♦ TNE Student Committee |
### Design Principle A: Decisions Driven By Evidence

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</table>
| 3. Engage target stakeholders/constituencies in assessment initiatives (Cont.) | ♦ Facilitate dialogue concerning how tools can be used to support TNE initiatives  
♦ Present to TNE committee representatives Taskstream, an online portfolio assessment system that facilitates teacher evaluation | ♦ Taskstream will be implemented for Neag students  
♦ All current teacher candidates, TNE staff, TNE Fellows and selected Neag and CLAS faculty will be registered and trained to use Taskstream  
♦ Student’s Taskstream submissions will be reviewed by selected Neag and CLAS faculty for feedback and to help shape assessment, curriculum design, and induction efforts.  
♦ Taskstream used as a vehicle for BT support by the Induction Committee, with Neag and CLAS faculty involved in providing support to BTs | ♦ Summer 2005 | ♦ Same as above |
### Design Principle A: Decisions Driven By Evidence

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<tr>
<td>3. Engage target stakeholders/constituencies in assessment initiatives (Cont.)</td>
<td>♦ Share data with other TNE Committees and propose a collaborative design for using evidence to engage/collaborate with CLAS (e.g. provide Praxis II test data to shape curricula design) ♦ Develop dialogue among Teacher Candidate Assessment Committee (TCAC) regarding the TNE initiatives ♦ Communicate with stakeholders affected by TNE’s assessment plan and data collection, either formally or informally (e.g. CLAS, UConn Centers, SDE, and district administrators) • Heightened awareness of assessment is critical for evidence-based decision making in education across UConn</td>
<td>♦ Modifications in CLAS course content and course sequencing based on analysis of Praxis II data ♦ CLAS faculty serve on the Neag Teacher Certification Assessment Committee as content validity specialists for candidate assessments ♦ An increase of participation in TNE committees and changes in teaching content and strategies in Neag and CLAS courses will be observed</td>
<td>♦ Fall 2005 ♦ Spring 2005 ♦ Fall 2005</td>
<td>♦ Same as above</td>
</tr>
</tbody>
</table>
### Design Principle A: Decisions Driven By Evidence

#### Objective

3. **Engage target stakeholders/constituencies in assessment initiatives** (Cont.)

- Report/deliver presentations, findings, and publications concerning TNE’s assessment activities for internal and external audiences
- Establish TNE Assessment Committee representation on UConn’s institutional assessment committee
  - Maintain position to contribute to institutional change with respect to assessment

#### Activities

- Presentations on findings of evidence-based decision-making in the Neag Teacher Education program will be delivered at UConn as well as regional, and national conferences
- TNE representatives will be appointed to UConn’s General Education Assessment Committee

#### Benchmarks

- Fall 2004 and ongoing
- Fall 2005

#### Timeline

- Fall 2005

#### Responsible Parties

- Same as above

#### 4. Develop K-12 pupil impact studies that examine academic achievement and psychosocial/environmental influence on learning

- Produce credible new measurement and non-measurement ways to collect information concentrating on K-12 pupil academic performance and psychosocial/school climate variables that influence pupil growth
  - Review of literature
  - Identify possible inquiries
  - Examine various methods for tracking Neag program students’ impact on their pupils
  - Identify characteristics of effective teachers and pupil performance behaviors
  - Prepare recommendations for pilot instruments, methodology, and design parameters

- Procedures, tools, methods, budget, and plans will be established for Fall 2005 implementation

#### Timeline

- Summer 2005

#### Responsible Parties

- Assessment Committee
- TNE Director
- TNE Assessment Coordinator
## Design Principle B: Engagement of Arts and Sciences

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</thead>
</table>
| **1. Establish formal working relationships to engage College of Liberal Arts and Sciences faculty in TNE activities** | ♦ Establish the Curriculum Design Committee (CDC), comprised of:  
  - CLAS,  
  - Neag,  
  - Staff from other appropriate units (e.g. First Year Experience (FYE)),  
  - Institute of Teaching and Learning,  
  - Multicultural Centers, and  
  - K-12 public school personnel  
  ♦ The TNE fellows (6) and other CLAS faculty involved in TNE will perform the following tasks:  
    - Increase understanding of the teacher education program at UConn (e.g. fellows to be involved in co-teaching courses),  
    - Develop new courses combining content knowledge and pedagogy,  
    - Take leadership roles in TNE committees,  
    - Write grant proposals, and  
    - Draft documents, such as, curriculum guides and reading lists | ♦ Committees will be established and meeting regularly with minutes distributed to the TNE Committee Chairs  
  ♦ Engagement of TNE fellows and CLAS faculty will result in:  
    - Three grant proposals written and submitted for external funding  
    - Two courses co-taught by Neag/CLAS  
    - Six TNE fellows playing leadership roles on TNE committees | ♦ Spring 2004  
  ♦ Summer 2004 and ongoing | ♦ TNE Leadership Committee  
  ♦ Curriculum Design Committee  
  ♦ CLAS Department Heads (Math, Chemistry, Biology)  
  ♦ Institute for Teaching and Learning |

*Note: Objectives relate to what the project plans to achieve; Activities specify the work to be performed; Benchmarks indicate incremental targets toward which the project is striving; Timelines represent the date by which benchmarks are to be completed; and responsible parties refer to the group of people responsible for accomplishing the benchmark.*
### Design Principle B: Engagement of Arts and Sciences

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</tr>
</thead>
</table>
| 1. Establish formal working relationships to engage College of Liberal Arts and Sciences faculty in TNE activities (Cont.) | ♦ Identify and increase opportunities for CLAS and Neag faculty to co-teach content area courses, emphasizing pedagogy  
♦ Develop new course offerings in CLAS to deepen students’ conceptual knowledge in content areas  
♦ Recruit, interview, and select three CLAS pedagogists  
♦ Establish relationships and collaborate with CLAS pedagogists to enhance the content area knowledge of Neag students  
♦ Design and provide professional development opportunities for CLAS faculty focused on pedagogy, assessment, and effective use of educational technology (e.g. WebCT, on-line course system, and Taskstream) | ♦ Two courses will be piloted in selected departments  
♦ One new course will be developed and approved in the home department  
♦ Three pedagogists will be appointed in the Departments of Mathematics, Chemistry, and Biology  
♦ CLAS pedagogists will be engaged with restructuring course curricula and teacher practices, as demonstrated through student artifacts  
♦ Professional development seminars for CLAS and Neag faculty will be offered | ♦ Fall 2005  
♦ Fall 2005  
♦ Fall 2005  
♦ Fall 2005  
♦ Summer 2005 | ♦ Same as above |
## Design Principle B: Engagement of Arts and Sciences

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</table>
| 2. Align the College of Liberal Arts and Sciences and Neag School of Education curricula with the three TNE design principles to enhance the content knowledge of prospective teachers | ♦ Communicate data related to teacher certification standards and assessments (e.g. Praxis II results) to Neag and CLAS administrators and faculty  
♦ Schedule joint Neag/CLAS colloquia and/or workshops featuring speakers that describe teachers’ need for richer content knowledge and also explicate state standards and assessments (e.g., educational luminaries, SDE officials, K-12 administrators, and teachers, etc.)  
♦ Collect baseline data regarding the content area preparation of Neag students | ♦ Analysis of Praxis II test results will be compiled and shared with appropriate Neag and CLAS administrators and faculty  
- Database of results will be created  
♦ Colloquium series will be piloted and assessed  
♦ Course descriptions, course curricula, and student artifacts will be collected and recorded for analysis | ♦ Fall 2004  
♦ Fall 2004  
♦ Fall 2005 | ♦ Assessment Committee  
♦ TNE Assessment Coordinator  
♦ Office of Institutional Research  
♦ University Registrar  
♦ Curriculum Design Committee  
♦ TNE Director  
♦ Neag Assistant Dean  
♦ Institute for Teaching and Learning  
♦ Center for Collaborative Learning  
♦ Institute for Teaching and Learning |
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</table>
| 2. Align the College of Liberal Arts and Sciences and Neag School of Education curricula with the three TNE design principles to enhance the content knowledge of prospective teachers (cont.) | ♦ Identify CLAS courses most frequently taken by Neag students (over the past five years) in order to target curriculum revision efforts on high frequency courses  
♦ Establish working relationships between these CLAS faculty and the director of teacher education to align educational experiences with national standards for teachers  
♦ Modify existing CLAS and Neag courses and/or develop new courses to reflect issues of pedagogy, assessment, and educational technology | ♦ Inventory of CLAS faculty will be completed resulting in meetings being held between Neag and CLAS twice a semester for planning and course adjustments  
♦ Two courses will be modified and/or developed | ♦ Fall 2005  
♦ Spring 2005 | ♦ Same as above |
| 3. Initiate collaboration among the Neag School of Education, the College of Liberal Arts and Sciences, and Connecticut’s public school teachers in order to generate research related to TNE’s three design principles | ♦ Allocate funds targeted toward funding research proposals ($60K over a 2-year period) | ♦ TNE research budget will be established  
♦ Research program will be established | ♦ Fall 2003 | ♦ Research Committee  
♦ TNE Assessment Coordinator  
♦ TNE Leadership Committee  
♦ Center for Collaborative Learning  
♦ TNE database Coordinator |
### Design Principle B: Engagement of Arts and Sciences

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</table>
| 3. Initiate collaboration among the Neag School of Education, the College of Liberal Arts and Sciences, and Connecticut’s public school teachers in order to generate research related to TNE’s three design principles (Cont.) | ♦ Establish a research grant committee consisting of the faculty from Neag, CLAS, and K-12 schools ♦ Develop and circulate a research grant Request for Proposals (RFP), modeled after UConn’s TNE proposal ♦ Develop a rubric to evaluate research proposals for awarding funding ♦ Call for proposals  • Schedule a Bidders conference to inform potential submitters  • Receive proposals for funding from faculty, students, and K-12 educators | ♦ Committee will be formed and will meet on a regular basis ♦ Call for proposals will be distributed and posted widely, targeting UConn graduate and undergraduate students and Neag, CLAS, and K-12 faculty ♦ Rubric will be developed and implemented ♦ The call for proposals will be announced  • Bidders conference convened  • Round 1: five grant proposals received, two funded  • Round 2: 14 proposals received, undetermined number will be awarded  • Research results will be presented at | ♦ Spring 2004 and ongoing ♦ Spring and Fall 2004 ♦ Spring and Fall 2004 ♦ Summer 2004 through Spring 2005 | ♦ Same as above
### Design Principle B: Engagement of Arts and Sciences

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| 3. Initiate collaboration among the Neag School of Education, the College of Liberal Arts and Sciences, and Connecticut’s public school teachers in order to generate research related to TNE’s three design principles (Cont.) | ♦ Monitor research activity by receiving updates and working with grant Principal Investigators (PIs)  
♦ Extend the research grant program to graduate and undergraduate students, especially those in the Honors program  
♦ Work with individuals whose proposals were not funded on ways to improve future submissions  
♦ Share research results at an annual TNE Research Conference | ♦ Mid-year reports from funded PIs will be submitted to TNE research committee  
♦ Research grant proposal funding and call for proposals will be extended to include graduate students and undergraduate students in separate competitions  
♦ Feedback system will be established and implemented  
♦ TNE research conference will be held  
• Grant presentations will be made  
• UConn students’ research will contribute to the decisions driven by evidence TNE principle | ♦ Summer 2004 and ongoing  
♦ Fall 2004  
♦ Fall 2004 and ongoing  
♦ Spring 2005 | ♦ Same as above |
## Design Principle B: Engagement of Arts and Sciences

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<td><strong>4. Retain Honors students entering the Neag School of Education</strong></td>
<td>♦ Identify Honors students entering Neag</td>
<td>♦ Inventory of Neag Honors students will be compiled and entered into the TNE database</td>
<td>♦ Summer 2004</td>
<td>♦ Curriculum Design Committee ♦ Honors Director ♦ TNE Leadership Committee ♦ Research Grant Committee ♦ TNE Center for Collaborative Learning ♦ TNE database Coordinator</td>
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<td></td>
<td>♦ Work collaboratively with the UConn Honors Director to accommodate the special scheduling concerns of Neag students</td>
<td>♦ Honors thesis requirements for IB/M students will be modified to extend into students’ fifth year (master’s year)</td>
<td>♦ Fall 2004 and ongoing</td>
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<td></td>
<td>♦ Develop incentives for Neag students to continue in UConn’s Honors program, such as:</td>
<td>♦ Incentives will be developed and implemented</td>
<td>♦ Spring 2005 and ongoing</td>
<td></td>
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<td></td>
<td>• Competing for a research stipend ($500) provided through the TNE Research Grant Program,</td>
<td>• Research grants awarded annually</td>
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<td>• Enrolling as third-year students in Neag’s Research Methods course (normally taken in the master’s year, thus enabling students to carry a lighter load in their master’s year), and</td>
<td>• Monitor Neag Honors student enrollment to achieve a 90% retention rate</td>
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<td>• Enrolling in a special Honor’s course, which is staffed by the Gifted and Talented program</td>
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### Design Principle B: Engagement of Arts and Sciences

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| 5. Create opportunities for Neag students to complete a dual major in education and a content area | ♦ Identify content area courses that would be most appropriate for teacher education candidates to take in order to complete a dual major, which entails:  
- Reviewing content area major requirements,  
- Establishing relationships with selected departments to review required content area courses and assess how these courses align with teacher education goals,  
- Identifying gaps in content area requirements and teacher education goals, and  
- Developing new courses to fill any identified gaps and/or modify existing ones.  
♦ Develop a recommended course list that specifies content area courses most appropriate for teacher education candidates  
♦ Collaborate with CLAS concerning both the sequencing and scheduling of content area offerings, so that Neag and CLAS course sequences and schedules do not conflict | ♦ Identification of gaps and appropriate content area courses will be made  
- Departmental relationships forged  
- Two new courses developed and implemented  
♦ List will be compiled and course schedule will be developed  
♦ Neag and CLAS course sequences and schedules will be adjusted | ♦ Fall 2004  
♦ Spring 2005  
♦ Fall 2005 | ♦ TNE Leadership Committee  
♦ Curriculum Design Committee  
♦ CLAS Faculty  
♦ Registrar  
♦ Center for Undergraduate Education (CUE)  
♦ TNE Leadership Committee  
♦ Academic Center for Exploratory Studies Advisor  
♦ Neag Teacher Education Advisor |
## Design Principle B: Engagement of Arts and Sciences

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<td><strong>5. Create opportunities for Neag students to complete a dual major in education and a content area (Cont.)</strong></td>
<td>♦ Advise students about CLAS course requirements for a dual major</td>
<td>♦ Students’ knowledge about course options for dual majors will increase significantly as measured by surveys and student course selections</td>
<td>♦ Fall 2005</td>
<td>♦ Same as above</td>
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<td></td>
<td>♦ Establish protocol for the creation of a dual major (e.g. content area and Education)</td>
<td>♦ CLAS Dean and appropriate departments will approve protocol</td>
<td>♦ Spring 2006</td>
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<td><strong>6. Maximize the academic potential of students from diverse backgrounds by providing professional development to faculty and systemically placing teacher candidates in clinical experiences</strong></td>
<td>♦ Meet with cultural directors to develop and pilot a series of workshops on cultural diversity for the Neag and CLAS faculty</td>
<td>♦ Workshops will be developed and implemented to enhance diversity skills as measured by surveys and observations of Neag students</td>
<td>♦ Spring 2005</td>
<td>♦ TNE Director ♦ Neag and CLAS Deans ♦ Cultural Center Directors ♦ Coordinator of Special Education ♦ TNE Assessment Coordinator ♦ TNE Database Coordinator ♦ Neag Director of Teacher Education ♦ Neag Clinic Placement Coordinator ♦ Neag Director of Technology</td>
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<td>6. Maximize the academic potential of students from diverse backgrounds by providing professional development to faculty and systemically placing teacher candidates in clinical experiences (cont.)</td>
<td>♦ Develop a survey to measure the success of the workshops (faculty opinions as well as changes in attitudes, presentation styles, and/or content) ♦ Create a database that describes the characteristics/experience of individual students, as well as UConn’s clinical placements (e.g. elementary, middle, secondary school; racial composition; urban/suburban; priority districts/high Socio Economic Status [SES] communities) ♦ Match the professional needs of students with clinical site availability</td>
<td>♦ Survey will be developed, administered, and analyzed ♦ Database will be created and operational (utilized for making internship placements) ♦ Clinical placements will be matched to optimize professional experiences of students</td>
<td>♦ Fall 2005 ♦ Fall 2005 ♦ Spring 2006</td>
<td>♦ Same as above</td>
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<td>7. Provide pre-education courses that integrate content specific pedagogy, assessment, and technology</td>
<td>♦ Professional development workshops offered to faculty on pedagogy, assessment, and technology</td>
<td>♦ Workshops and activities will be developed, implemented, and assessed</td>
<td>♦ Spring 2004 and ongoing</td>
<td>♦ TNE Director ♦ TNE Leadership Committee ♦ CLAS Dean ♦ CLAS Faculty ♦ Curriculum Design Committee ♦ Neag Faculty ♦ Institute for Teaching and Learning</td>
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<td><strong>7. Provide pre-education courses that integrate content specific pedagogy, assessment, and technology (Cont.)</strong></td>
<td>♦ Develop specific sections of general education courses for pre-education students that stress the integration of pedagogy, assessment, and technology in the content areas</td>
<td>♦ Learning opportunities in general education courses will be enhanced by extending knowledge of pedagogy, assessment, and technology in specific content areas (e.g. online journaling activities required in a Calculus course that conceptualize principles and theories)</td>
<td>♦ Spring 2005</td>
<td>♦ Same as above</td>
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<td>♦ Facilitate the use of the university e-portfolio system as a segue for Neag students to use <em>Taskstream</em></td>
<td>♦ All students entering the Neag School of Education will have an University e-portfolio</td>
<td>♦ Spring 2006</td>
<td></td>
</tr>
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<td><strong>8. Provide teacher candidates with a broad set of literacy experiences that incorporate various disciplines (e.g. computer literacy, global education, environmental sciences, reading and writing)</strong></td>
<td>♦ Inventory UConn’s varied initiatives (e.g. lists of reading by multicultural authors organized according to reading level, content area, themes; political science simulation with middle and high school students; emerging technology literacies; and, integration of math and science through appreciation, investigation, and preservation of stone walls in New England).</td>
<td>♦ Inventory will be compiled and distributed on the website</td>
<td>♦ Spring 2004 and ongoing</td>
<td>♦ Curriculum Design Committee ♦ TNE Database Coordinator ♦ TNE Webmaster ♦ TNE Director ♦ TNE Leadership Committee</td>
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| 8. Provide teacher candidates with a broad set of literacy experiences that incorporate various disciplines (e.g. computer literacy, global education, environmental sciences, reading and writing) (Cont.) | ♦ Using the above inventory, select projects related to TNE’s mission and establish formal relationships ♦ Collect in-depth information on targeted projects related to our mission | ♦ Formal relationships will be established with projects who share a common mission to that of TNE (e.g. website hosting, speaking engagements, etc) ♦ Web-based Resource Guide will be developed | ❖ Summer 2005 | ❖ Same as above }
### Design Principle C: Teaching as an Academically Taught Clinical Practice Profession

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<td>1. Develop plans for a 2-year TNE Induction/Residency model at UConn</td>
<td>♦ Establish Induction/Residency Committee comprised of representatives from Neag, CLAS, SDE, and K-12 public schools</td>
<td>♦ Regular committee meetings will be held to develop a work plan, pilot activities, and establish an induction model</td>
<td>♦ Fall 2004</td>
<td>♦ TNE Leadership Committee ♦ Induction Committee ♦ Center for Collaborative Learning ♦ Connecticut State Department of Education</td>
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<td>♦ Review the literature on induction to identify applicable approaches</td>
<td>♦ Literature review will be completed and posted on the website</td>
<td>♦ Fall 2005</td>
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<td></td>
<td>♦ Review Connecticut’s Beginning Educator Support and Training (BEST) mentor/portfolio program and identify the strengths and weaknesses of the current state of CT beginning teacher induction program</td>
<td>♦ List of strengths and weaknesses will be compiled</td>
<td>♦ Spring 2005</td>
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<td>♦ Design induction model pilot activities, using data generated by the Assessment Committee, as well as focus group interviews, Neag graduate surveys, and the state BT surveys for BEST</td>
<td>♦ Pilots will be developed; surveys will be developed and administered to measure outcomes; reports will be developed on outcomes</td>
<td>♦ Summer 2005</td>
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<td></td>
<td>♦ Obtain financial, technical, and graduate assistant (GA) support for articulated pilot activates</td>
<td>♦ Formal agreements and contracts will be established between TNE and partners</td>
<td>♦ Summer 2005</td>
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*Note: Objectives relate to what the project plans to achieve; Activities specify the work to be preformed; Benchmarks indicate incremental targets toward which the project is striving; Timelines represent the date by which benchmarks are to be completed; and responsible parties refer to the group of people responsible for accomplishing the benchmark.*
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| 2. Develop ongoing working relationships among the Connecticut State     | ♦ Identify school districts that have large numbers of Neag Year 1 and 2 BTs  
♦ Collaborate with CLAS, Neag, local school districts, and UConn faculty to develop an integrated approach to address BT’s professional development needs  
♦ Present pilot options to UConn deans and department heads, SDE leaders, and school district administrators  
♦ Establish an integrated UConn, local school district, and SDE induction model for BTs, which includes using Taskstream to deliver feedback to Neag BTs on content knowledge and pedagogy  
♦ Identify an appropriate management structure for a working relationship among UConn, the SDE, and local school districts  
♦ Deliver presentations on TNE’s goals and objectives to Neag and CLAS deans and department heads, the SDE, and administrators of local school districts, including targeted local schools with large numbers of Neag BTs. | ♦ List will be compiled and a database updated annually  
♦ Joint plan will be developed and approved by the associated partners  
♦ Pilot options will be outlined and disseminated to TNE committees and partners  
♦ All partner’s responsibilities will be formally articulated and the activities completed  
♦ Formal, written management structure will be established among the partners and implemented  
♦ Presentations on goals and objectives will be delivered and made available on the TNE website | ♦ Spring 2005 and ongoing  
♦ Spring 2005  
♦ Summer 2005  
♦ Summer 2005 and ongoing  
♦ Summer 2005  
♦ Fall 2004 and ongoing | ♦ TNE Leadership Committee  
♦ Induction Committee  
♦ Neag Assessment Office  
♦ Neag Alumni Liaison  
♦ Connecticut State Department of Education |
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| **3. Develop a program to support Neag graduates in improving their clinical practice related to both content knowledge and pedagogy** | ♦ Engage Neag and CLAS faculty in supporting selected Neag BTs by reviewing their Taskstream portfolios and providing feedback to improve BTs’ content knowledge and pedagogy  
♦ Provide Taskstream training to selected Neag and CLAS faculty, who will serve as Taskstream mentors  
♦ Assess the professional development needs of Neag BTs from faculty members providing Taskstream support  
♦ Collect evidence regarding clinical practice through the research activities of the TNE Assessment Committee to integrate change in Neag and CLAS courses and curriculum | ♦ Rubrics will be developed and implemented; a feedback system will be implemented for BTs and faculty  
♦ TNE-related Neag and CLAS faculty will be proficient at using Taskstream to review BT submissions and provide feedback  
♦ BEST surveys will be administered to Neag BTs measuring their professional development and mentoring needs  
♦ Information/evidence will be collected and distributed to TNE’s Assessment, Curriculum Design, and Induction committees  
• Courses and curriculum will be adapted to reflect State and National Standards for teachers | ♦ Spring 2005                                                                 | ♦ TNE Leadership Committee  
♦ Induction Committee  
♦ TNE Assessment committee  
♦ TNE Assessment Coordinator  
♦ TNE database Coordinator  
♦ TNE student Committee  
♦ TNE Curriculum Design committee |
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<tr>
<td>3. Develop a program to support Neag graduates in improving their clinical practice related to both content knowledge and pedagogy (Cont.)</td>
<td>♦ Establish a feedback loop to local school districts and the SDE about professional development needs of Neag BTs</td>
<td>♦ Written evaluations and recommendations will be circulated to local school districts and the SDE by the TNE staff</td>
<td>♦ Spring 2006</td>
<td>Same as above</td>
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## TNE Administration

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| 1. Staff TNE positions outlined in UConn’s TNE proposal | ♦ Equip TNE working environment  
  • Secure space  
  • Order equipment  
  • Install networks  
  ♦ Searches for positions will be conducted in full compliance with UConn Human Resources to:  
    • Identify position requirements for staff members and graduate assistants  
    • Initiate searches  
    • Recruit a large, diverse pool of applicants  
    • Interview candidates  
    • Select finalists  
    • Process all necessary forms  
    • Orient new staff | ♦ Space will be secured, office equipment will be in place and operational; servers will be installed and operational  
  ♦ The following personnel will be hired, in place, and operational:  
    • TNE Director  
    • Program Manager  
    • Assessment Coordinator  
    • Database Manager  
    • Graduate Research Assistants | ♦ Summer 2004  
  ♦ Spring 2005 | ♦ TNE Leadership Committee  
  ♦ TNE Director  
  ♦ TNE Program Assistant |

*Note: Objectives relate to what the project plans to achieve; Activities specify the work to be performed; Benchmarks indicate incremental targets toward which the project is striving; Timelines represent the date by which benchmarks are to be completed; and responsible parties refer to the group of people responsible for accomplishing the benchmark.*
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<td>2. Establish committee structures to achieve the project’s goals and objectives</td>
<td>✷ Recruit CLAS and Neag faculty to co-chair and serve on TNE committees and develop committee charges ✷ Establish regularly-scheduled meetings - Monitor committee effectiveness and take appropriate actions to optimize committee performance</td>
<td>✷ The following TNE committees will be established: - Leadership Committee (Provost, CLAS and Neag Deans and Associate Deans, Directors - Center for Collaborative Learning (Deans, faculty, K-12 administration and TNE staff) - Assessment Committee - Curriculum Design Committee - Induction Committee - Research Committee - Student Committee</td>
<td>✷ Spring 2004</td>
<td>✷ TNE Director ✷ TNE Leadership Committee ✷ Committee Chairs ✷ TNE Assessment Coordinator</td>
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<tr>
<td><strong>2. Establish committee structures to achieve the project’s goals and objectives (Cont.)</strong></td>
<td>◦ Develop committee work plans</td>
<td>◦ Committee work plans will be submitted to Academy for Educational Development (AED) for approval</td>
<td>◦ Spring 2005</td>
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| **3. Review the university’s promotion, tenure, and reappointment policies to ensure that TNE participation is valued and recognized as a significant contribution to the university** | ◦ TNE Director annually reviews committee members’ participation and forwards reviews to department heads annually  | ◦ Departments will give faculty “credit” for TNE participation  | ◦ Spring 2004 and ongoing  | ◦ TNE Leadership Committee  
› CLAS and Neag Department Heads  
› TNE Director  
› UConn Provost |
|                                                                          | ◦ Establish formal agreements among deans, department heads, and committee members to recognize and count faculty participation in TNE activities as part of their promotion, tenure, and reappointment process | ◦ Formal letters of appointment from the Provost will be issued to TNE committee members | ◦ Spring 2004 | |
| **4. Raise university and community’s awareness of TNE’s goals and objectives** | ◦ Deliver presentations to the following:  
• UConn Board of Trustees  
• Faculty Senate  
• Center for Undergraduate Education  
• Neag Faculty  
• Cultural Center  
• Selected CLAS departments  
• Connecticut State Department of Education  | ◦ Meetings and presentations will be completed to increase awareness of TNE’s goals and objectives on and off campus | ◦ Spring 2004 and ongoing | ◦ TNE Leadership Committee  
› TNE Director |
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<td><strong>4. Raise university and community’s awareness of TNE’s goals and objectives (Cont.)</strong></td>
<td>• Selected Connecticut superintendents of schools, principals, and teachers (those with have large numbers of Neag graduates and those with whom Neag has established formal relationships)</td>
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| **5. Monitor budget process**                                             | ✦ Work with the UConn Foundation (the fiduciary arm of TNE) to transfer funds in a timely manner                                           | ✦ Formal protocol for transfer of funds will be established between UConn and the UConn Foundation | Spring 2004                   | TNE Director  
TNE Program Assistant  
TNE Budget Coordinator  
UConn Foundation Staff |
|                                                                           | • Transfer funds to departments for TNE fellows  
• Reallocate funds for special projects                                     | ✦ Funds will be transferred to appropriate departments and special projects       | Fall 2004 and ongoing         |                                           |
|                                                                           | • Process payroll, purchase orders, travel reimbursements, and other expenses                                                            | ✦ Payroll, travel, and other expenses will be processed and maintained for budget review | Fall 2004 and ongoing         |                                           |
| **6. Secure matching funds**                                              | ✦ Target funding sources                                                                                                                      | ✦ Funding sources will be identified through marketing tools                    | Spring 2005                   | TNE Leadership Committee  
UConn Foundation Staff |
|                                                                           | ✦ Develop a fundraising plan                                                                                                                  | ✦ Fundraising plan will be developed                                            | Spring 2005                   |                                           |
TNE Administration