### Design Principle B: Engagement with the Arts and Sciences

**Objective**

1. Establish formal working relationships to engage College of Liberal Arts and Sciences faculty in TNE activities

**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

**Benchmarks**

- 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

**Timeline**

- Spring 2004
- Summer 2004 and ongoing

**Responsible Parties**

- TNE Leadership Committee
- Curriculum Design Committee
- CLAS Department Heads (Math, Chemistry, Biology)
- Institute for Teaching and Learning
### Design Principle B: Engagement with the Arts and Sciences

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</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 |
<table>
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<tr>
<td>2. <strong>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</strong>&lt;br&gt;♦ Communicate data related to teacher certification standards and assessments (e.g. Praxis II results) to Neag and CLAS administrators and faculty&lt;br&gt;♦ 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.)&lt;br&gt;♦ Collect baseline data regarding the content area preparation of Neag students</td>
<td>♦ Analysis of Praxis II test results will be compiled and shared with appropriate Neag and CLAS administrators and faculty&lt;br&gt;• Database of results will be created&lt;br&gt;♦ Colloquium series will be piloted and assessed&lt;br&gt;♦ Course descriptions, course curricula, and student artifacts will be collected and recorded for analysis</td>
<td>♦ Fall 2004&lt;br&gt;♦ Fall 2004&lt;br&gt;♦ Fall 2005</td>
<td>♦ Assessment Committee&lt;br&gt;♦ TNE Assessment Coordinator&lt;br&gt;♦ Office of Institutional Research&lt;br&gt;♦ University Registrar&lt;br&gt;♦ Curriculum Design Committee&lt;br&gt;♦ TNE Director&lt;br&gt;♦ Neag Assistant Dean&lt;br&gt;♦ Institute for Teaching and Learning&lt;br&gt;♦ Center for Collaborative Learning&lt;br&gt;♦ Institute for Teaching and Learning</td>
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### Design Principle B: Engagement with the Arts and Sciences

**Objective**

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

**Activities**

- 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

**Timeline**

- Fall 2005
- Spring 2005

**Responsible Parties**

- Same as above

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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**

- Allocate funds targeted toward funding research proposals ($60K over a 2-year period)
- TNE research budget will be established
  - Research program will be established

**Timeline**

- Fall 2003

**Responsible Parties**

- Research Committee
- TNE Assessment Coordinator
- TNE Leadership Committee
- Center for Collaborative Learning
- TNE database Coordinator
### Design Principle B: Engagement with the Arts and Sciences

**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.)**

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<tbody>
<tr>
<td>✦ Establish a research grant committee consisting of the faculty from Neag, CLAS, and K-12 schools</td>
<td>✦ Committee will be formed and will meet on a regular basis</td>
<td>✦ Spring 2004 and ongoing</td>
<td>✦ Same as above</td>
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<tr>
<td>✦ Develop and circulate a research grant Request for Proposals (RFP), modeled after UConn’s TNE proposal</td>
<td>✦ Call for proposals will be distributed and posted widely, targeting UConn graduate and undergraduate students and Neag, CLAS, and K-12 faculty</td>
<td>✦ Spring and Fall 2004</td>
<td></td>
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<tr>
<td>✦ Develop a rubric to evaluate research proposals for awarding funding</td>
<td>✦ Rubric will be developed and implemented</td>
<td>✦ Spring and Fall 2004</td>
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<tr>
<td>✦ Call for proposals</td>
<td>✦ The call for proposals will be announced</td>
<td>✦ Summer 2004 through Spring 2005</td>
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<tr>
<td>• Schedule a Bidders conference to inform potential submitters</td>
<td>• Bidders conference convened</td>
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<tr>
<td>• Receive proposals for funding from faculty, students, and K-12 educators</td>
<td>• Round 1: five grant proposals received, two funded</td>
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<td>• Round 2: 14 proposals received, undetermined number will be awarded</td>
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<td>• Research results will be presented at regional and national conferences</td>
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### Design Principle B: Engagement with the Arts and Sciences

**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.)**

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<tr>
<td>♦ Monitor research activity by receiving updates and working with grant Principal Investigators (PIs)</td>
<td>♦ Mid-year reports from funded PIs will be submitted to TNE research committee</td>
<td>♦ Summer 2004 and ongoing</td>
<td>♦ Same as above</td>
<td></td>
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<tr>
<td>♦ Extend the research grant program to graduate and undergraduate students, especially those in the Honors program</td>
<td>♦ Research grant proposal funding and call for proposals will be extended to include graduate students and undergraduate students in separate competitions</td>
<td>♦ Fall 2004</td>
<td></td>
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<tr>
<td>♦ Work with individuals whose proposals were not funded on ways to improve future submissions</td>
<td>♦ Feedback system will be established and implemented</td>
<td>♦ Fall 2004 and ongoing</td>
<td></td>
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<tr>
<td>♦ Share research results at an annual TNE Research Conference</td>
<td>♦ TNE research conference will be held</td>
<td>♦ Spring 2005</td>
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# Design Principle B: Engagement with the Arts and Sciences

**Objective**: Retain Honors students entering the Neag School of Education

- Identify Honors students entering Neag
- Work collaboratively with the UConn Honors Director to accommodate the special scheduling concerns of Neag students
- Develop incentives for Neag students to continue in UConn’s Honors program, such as:
  - Competing for a research stipend ($500) provided through the TNE Research Grant Program,
  - 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
  - Enrolling in a special Honor’s course, which is staffed by the Gifted and Talented program

- Inventory of Neag Honors students will be compiled and entered into the TNE database
- Honors thesis requirements for IB/M students will be modified to extend into students’ fifth year (master’s year)
- Incentives will be developed and implemented
  - Research grants awarded annually
  - Monitor Neag Honors student enrollment to achieve a 90% retention rate

**Timeline**
- Summer 2004
- Fall 2004 and ongoing
- Spring 2005 and ongoing

**Responsible Parties**
- Curriculum Design Committee
- Honors Director
- TNE Leadership Committee
- Research Grant Committee
- TNE Center for Collaborative Learning
- TNE database Coordinator
### Design Principle B: Engagement with the Arts and Sciences

**3/14/2005**

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</table>
| 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 | ♦ 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  
♦ Fall 2005
### Design Principle B: Engagement with the Arts and Sciences

**Objective**

5. **Create opportunities for Neag students to complete a dual major in education and a content area (Cont.)**

- Advise students about CLAS course requirements for a dual major
- Establish protocol for the creation of a dual major (e.g. content area and Education)

**Activities**

- Students’ knowledge about course options for dual majors will increase significantly as measured by surveys and student course selections
- CLAS Dean and appropriate departments will approve protocol

**Benchmarks**

- Fall 2005
- Spring 2006

**Timeline**

- Same as above

**Responsible Parties**

- Same as above

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6. **Maximize the academic potential of students from diverse backgrounds by providing professional development to faculty and systemically placing teacher candidates in clinical experiences**

- Meet with cultural directors to develop and pilot a series of workshops on cultural diversity for the Neag and CLAS faculty

**Activities**

- Workshops will be developed and implemented to enhance diversity skills as measured by surveys and observations of Neag students

**Benchmarks**

- Spring 2005

**Timeline**

- 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
### Design Principle B: Engagement with the Arts and Sciences

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</table>
| 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.) | ◦ 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 | ◦ 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 | Fall 2005  
  Fall 2005  
  Spring 2006                                                                 | ◦ Same as above                                                                                                                          |  
| 7. Provide pre-education courses that integrate content specific pedagogy, assessment, and technology | ◦ Professional development workshops offered to faculty on pedagogy, assessment, and technology | ◦ Workshops and activities will be developed, implemented, and assessed  
  ◦ Workshops and activities will be developed, implemented, and assessed | Spring 2004 and ongoing  
  Spring 2004 and ongoing  
  Spring 2004 and ongoing                                                                 | ◦ TNE Director  
  ◦ TNE Leadership Committee  
  ◦ CLAS Dean  
  ◦ CLAS Faculty  
  ◦ Curriculum Design Committee  
  ◦ Neag Faculty  
  ◦ Institute for Teaching and Learning |
### Design Principle B: Engagement with the Arts and Sciences

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<tr>
<td>7. Provide pre-education courses that integrate content specific pedagogy, assessment, and technology (Cont.)</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></td>
<td>♦ Facilitate the use of the university e-portfolio system as a segue for Neag students to use Taskstream</td>
<td>♦ All students entering the Neag School of Education will have an University e-portfolio</td>
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<tr>
<td>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)</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</td>
<td>♦ Curriculum Design Committee&lt;br&gt;♦ TNE Database Coordinator&lt;br&gt;♦ TNE Webmaster&lt;br&gt;♦ TNE Director&lt;br&gt;♦ TNE Leadership Committee</td>
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## Design Principle B: Engagement with the Arts and Sciences

### Objective

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.)

### Activities

- 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

### Benchmarks

- 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

### Timeline

- Summer 2005
- Fall 2005

### Responsible Parties

- Same as above