



Southern Connecticut State University | [www.SouthernCT.edu](http://www.SouthernCT.edu)

*A campus of the Connecticut State University System*

501 CRESCENT ST., NEW HAVEN, CT 06515-1355

888-500-SCSU(7278) | 203-392-SCSU

# Unification of Teacher Preparatory Programs to Meet the Needs of Diverse Learners

Funded by the Connecticut Department of Education,  
Bureau of Special Education and Pupil Services  
State Improvement Grant (SIG)

# SCSU Project Staff

## ***Pamela O. Brucker, Ed.D.***

- Assistant Professor, Special Education/Reading
- School of Education (SOE)

## ***James M. Granfield, Ph.D.***

- Project Director, Associate Dean
- School of Education



## ***Vincent T. Breslin, Ph.D.***

- Assistant Professor, Science Education and Environmental Studies
- School of Arts and Sciences (A&S)

# Session Overview

- Overview of Teacher Unification Project
- Formation of discussion groups
  - SCSU facilitators
- Re-convene to identify strategies/barriers
- Conclude with SCSU Strategies

# Overall Goal

- Integrate teacher education and liberal arts education
- Align the content in general education with the literacy and pedagogical course content in the Elementary/Special Education teacher preparation program

# Council for Integrated Teacher Education (CITE)

- Collaborative, interdepartmental, inter-school and community-based coordinating committee
- CITE committee members are active participants assisting in the design, review and assessment of all project activities

# CITE Committee Meeting



CITE meetings are designed to be:

Interactive  
Collaborative  
Advisory

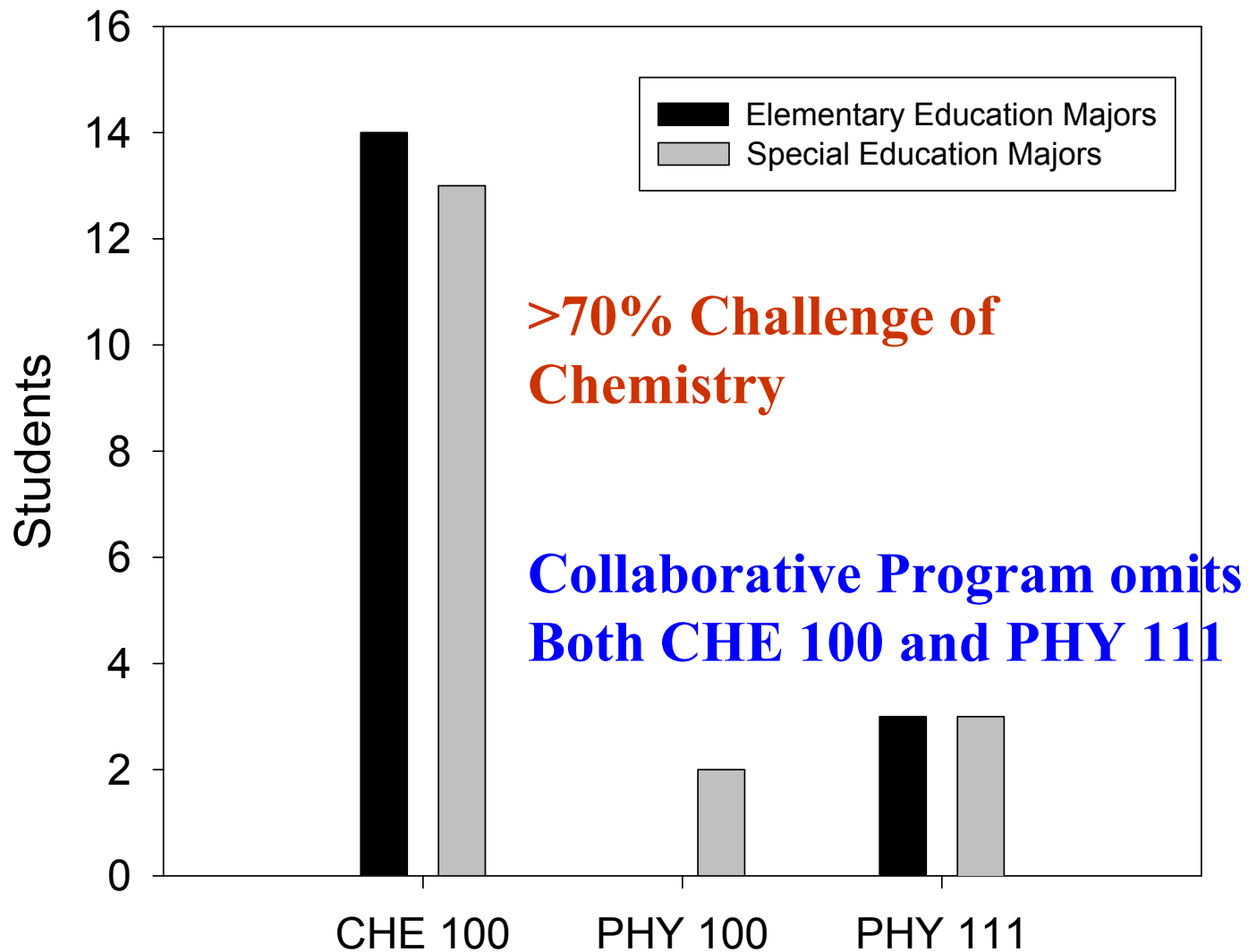
# All University Requirements

- A common core of courses in liberal education is maintained as a foundation for all degree programs
- Individual has many options within disciplines to meet core course requirements

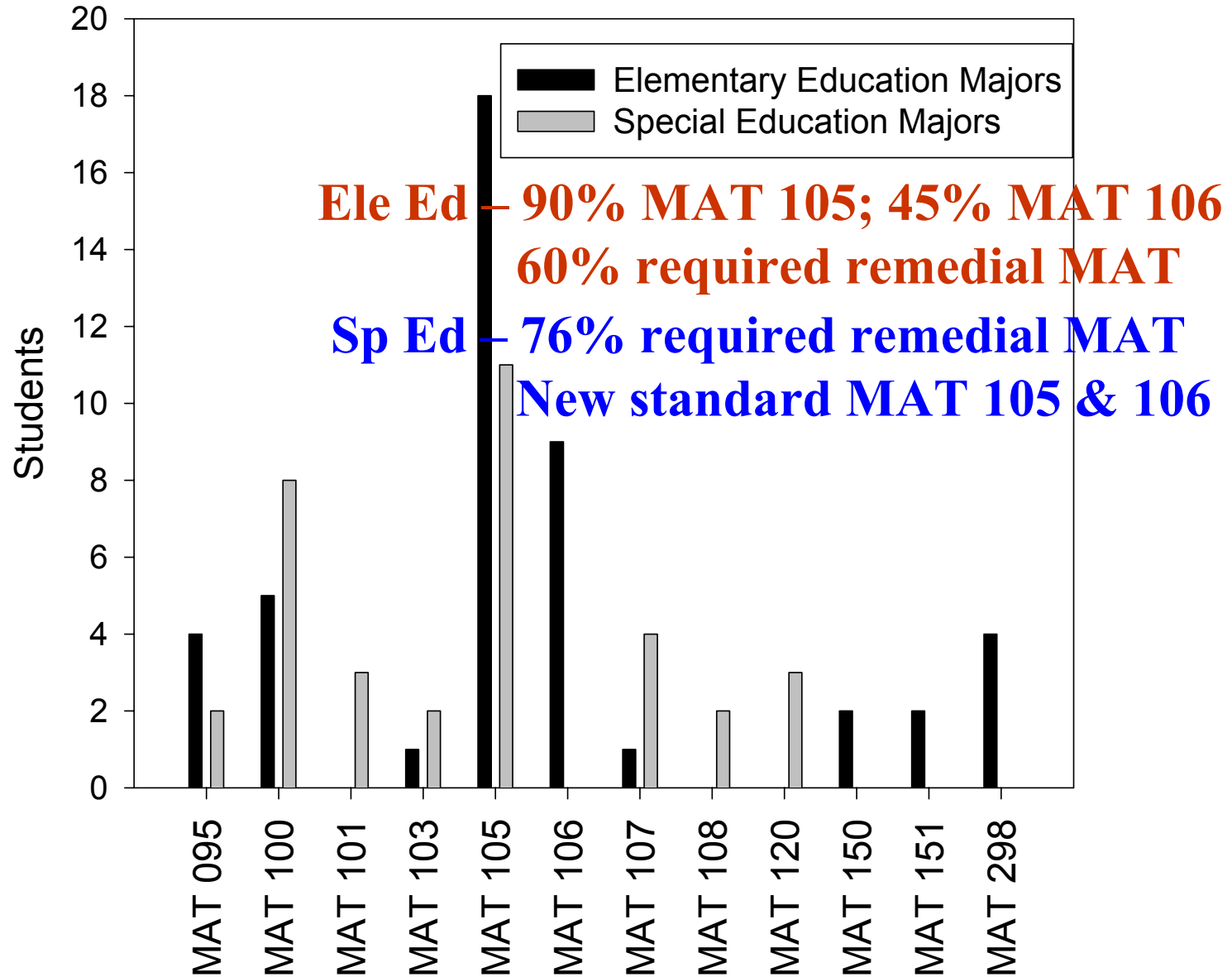
# Overall Objective

- Identify courses where
  - teaching methods,
  - course content or
  - method of deliverymay be modified to better meet the needs of diverse learners

# Natural Science B Requirement



# Math Requirement



# AUR Summary

- Students only selecting 1 Natural Science A and B
  - Is this sufficient preparation for teachers?
- Natural Science B is a priority
  - Is CHE 120 a viable option?
- Many deficiencies are noted in Math
  - Students taking 2.4 courses to fulfill requirement
  - More Math required in collaborative program

# Learner Diversity

- What particular needs might these diverse learners have?
- How might the traditional classroom setting be modified to meet these needs?

# Learner Diversity Defined

- The wide range of learner characteristics, such as cognitive, emotional, physical, cultural, economic, racial, ethnic, age and gender differences, that can place a learner at risk for failing to maximize potential in a traditional classroom environment

# Learner Diversity Survey

Two CITE committee members reviewed and scored each course syllabi according to rubric

Scored syllabi were tabulated and averaged

Results for each question were graphed to examine the extent to which course syllabi address needs of diverse learners

# Diversity Survey Summary

- 10% have a standard statement regarding disability modifications
- 20% indicate additional resources for learners
- 25% indicate additional help for learners
- 90% indicate modes of learning

# Diversity Survey Summary

Few course syllabi adequately address the needs of diverse learners

Of the 18 syllabi examined, only 1 achieved a score of 75%

Deficiencies were noted in course syllabi in Special Education courses

# Today's Task

- Form discussion groups
  - Achieve diversity within groups (A&S/SOE)
- Select group recorder
- Answer each of the questions
- Prioritize answers for further discussion

# Key Questions

- What barriers exist to collaboration between SOE and A&S and public schools?
- What are possible solutions to those barriers?
- What strategies might enhance collaboration between SOE and A&S?

# SCSU Strategy

Working with 10 faculty members in Arts & Sciences to align AUR course syllabi to meet NCATE standards

Individually recruited by Project Coordinators and Director

Participants were paid stipend to revise course syllabi

Frequent informal meetings to review progress

These faculty now serve as mentors for the next participants

# Course Syllabi Alignment

- Examines courses in 10 areas including:
  - Art
  - Foreign Languages
  - Chemistry
  - Psychology
  - Geography
  - Mathematics
  - Philosophy
  - History
  - Communication
  - Earth Sciences

# Course Syllabi Alignment

- Accomplished by including:
  - Measurable learner outcomes linked to assessment
  - Modes of teaching and learning
  - Instructional approaches
  - Reference performance standards

Resultant syllabi will demonstrate NCATE alignment and address the diverse learning style of our students

# Future Activities

- Examine ways to better integrate technology into all coursework and field-based experiences of students
- Examine secondary education programs
- Develop web page of A&S/SOE integration
- Develop and publish rubrics