Reauthorization Committee of Colorado Council of Deans of Education (CCODE)
July 7, 2009 minutes

In attendance:
Jennie Whitcomb, Sara Dallman, Suzie Perry, Carolyn Edwards, Elaine Cheesman, Ian K. Macgillivray, Jami Goetz, Ken Turner.

Discussion:
1) The committee suggested changes to the draft IR template. Ian incorporated those changes. The new draft version will go to CCODE before their October 22-23, 2009 retreat in Grand Junction and all of CCODE will have input. The final revised version will be submitted to CCHE for approval after that.
2) TEAC/Colorado agreement: Executive Director Skaggs read it and gave a verbal commitment to sign it. Waiting to hear from Commissioner Jones.
3) Discussed the fact that getting the SPAs to accept CDE's program content review in place of their own would require CDE's program content review to become more outputs based and would require the submission of much more documentation than just course syllabi like it currently does. That would work okay for NCATE accredited IHE's because they already have to submit SPA reports and could partly use the SPA reports in place of what CDE needs. However, it will create more work for non-NCATE accredited IHE's in Colorado because they'll have to submit more than just syllabi like they do now. Given that the SPA program review is currently being revised and given that CDE is revising standards and their own program content review process, the reauthorization committee decided to take a "wait and see stance" on the issue of getting CDE to change the program content review process so that the SPAs will accept it in place of their own.
4) Elaine Cheesman of CDE is working out details of how institutions should submit syllabi and curriculum matrices for CDE program content reviews. She has created a webpage (now in MS Word form—see Attachment A) that will get posted on CDE's website.

Next Steps:
1) Send out draft IR template to CCODE for feedback during the October 22-23, 2009 retreat in Grand Junction.
2) Ask Commissioner Jones to sign TEAC/Colorado agreement.
3) Get comments on program content review webpage to Elaine Cheesman.

Next meeting:
None set at this time.

Attachment A
CDE Teacher Preparation Program Content Review Web Page Information

REVISION PROCESS - Update (July 7, 2009 – EAC)

SUMMARY OF USER SUGGESTIONS

Note: This should align with section C2 of the CDHE / CDE Institutional Report.

1. Both CCHC and CDE need a clear and easily accessible link to Educator Preparation Programs. Currently, the information resides in two places, making the process unduly difficult for IHEs. Is it possible for CCHE and CDE to have hyperlinks on each website that directs users to single sites? (The IR and site visit information is very easy to find, but the content reviews are not.)
2. Clearly distinguish, define, and describe the information required for the (a) Program Content Review, (b) Institutional Report, and (c) Site Visit
3. Clearly indicate how and where documents for Program Content Reviews are submitted.
4. Make the process electronic, preferably by uploading to secure, password protected site. NOTE: ALTHOUGH THIS IS A WORTHWHILE LONG-TERM GOAL, THIS IS BEYOND CDE Information Technology (IT) CAPABILITIES AT THIS TIME according to Marcus Johnstone of the CDE IT department.
5. Because the SPAs require outcome-based, we should adopt similar system. (Submit objective and performance-based assessments as evidence that the IHEs satisfy standards, rather than submitting syllabi for review.) NOTE: ALTHOUGH THIS IS THE ULTMATE GOAL, CDE'S CURRENT POLICY IS TO CONDUCT CONTENT REVIEWS.

WEB SITE: To expedite the process for IHE's and DA's, CDE needs to post

1. List of Programs which require CDE content reviews. (e.g., Elementary Education)
2. The criteria by which each Programs is evaluated. (e.g., Checklists / Rubrics). Currently, literacy is separated from other content reviews.
3. A list of common elements that need to be submitted for Program Content Reviews.
4. Instructions for Program Content Review submission.

[WEB PAGE FOR PROGRAM CONTENT REVIEW]

COLORADO DEPARTMENT OF EDUCATION
TEACHER PREPARATION INITIAL AND REAPPROVAL CONTENT REVIEW

DIRECTIONS FOR THE CONTENT REVIEW:
1. Open the appropriate TEACHER PREPARATION CONTENT REVIEW form below. Save a copy of this form on your computer ("Save As"). Name the document [institution name] Content Review (e.g., UCCS Content Review).
2. Complete the form. Save frequently to avoid losing information.
3. Copy this form and Content Review Documents indicated on the form to a CD-ROM or Flash Drive. The Institutional Report (IR) may be copied on to the same device.
4. Mail the CD to the Colorado Department of Education Office of Professional Services, 201 East Colfax Ave., Denver, CO 80203. ATTN: TEACHER PREP CONTENT REVIEW

FORMS [hyperlinks]
TEACHER PREPARATION PROGRAM CONTENT REVIEW – INSTITUTION OF HIGHER EDUCATION
TEACHER PREPARATION PROGRAM CONTENT REVIEW – DESIGNATED AGENCY

EXAMPLE CONTENT REVIEW DOCUMENTS [hyperlinks]
- Syllabus
- Sample Objective Assessment
- Sample Performance-Based Assessment and Grading Rubric

PROGRAM REVIEW CRITERIA

Program	Program Content Review Instrument [hyperlinks]
Art	Art Content
Director of Special Education	
Drama	
Early Childhood Education	Literacy Content: EAC, Elementary, K-12 Programs
Elementary Education	Literacy Content: EAC, Elementary, K-12 Programs
English / Language Arts Education	Literacy Content: Secondary / Language Arts
Foreign Language	
Gifted and Talented Specialist	
Linguistically Diverse Education	Literacy Content: EAC, Elementary, K-12 Programs
Mathematics Education	Math Content
Music	
Physical Education	
Reading Specialist	Literacy Content: EAC, Elementary, K-12 Programs
Reading Teacher	Literacy Content: EAC, Elementary, K-12 Programs
School Librarian	
School Nurse	
Etc. others listed	

TEACHER PREPARATION CONTENT REVIEW – INSTITUTION OF HIGHER EDUCATION
This will be on a "locked" form in Word Format. Users may fill in the blanks, but not alter the form.
This page will be duplicated 35 times to accommodate multiple endorsements from one institution.

Name of IHE _____   **Date** _____

Summary

1. Program #1 [drop-down list].
2. Level: __ Graduate   ___ Undergraduate
3. Delivery model: __ traditional classroom ___ on-line ___ hybrid. *Note: If the traditional program differs substantially by syllabi, assignments, and/or assessment, please complete a separate form for each program.*
4. Program Type: __ Reauthorization   ___ Initial Approval of New Program
5. Describe the pre-admission requirements, if any. If none, put NA. Describe the means by which your institution determines that the applicant meets these criteria.
6. List all r*equired* courses by course number, title, and credit hours.
   Example: EDUC 4000: *Instructional Methods* (3).

Content Review Documents

   Instructions

1. Copy these documents electronic copies on a CD-ROM or flash drive. Create a new folder and label it with the Endorsement Name. Place all documents related to this endorsement in this folder.
2. Clearly label each document with the course number, name, and title (e.g., EDUC 4000 *Instructional Methods syllabus;* EDUC 4000 *Instructional Methods mid-term*).

   Required Content Review Documents (See samples posted on this web site)
   ☐ All required course syllabi with the following items:
      a. Objective / goals
      b. Required texts and reading assignments. Please include full citations.
      c. Detailed information about the instructional content of each class session (e.g., assignments, activities, and / or field experiences that support instruction).
      d. CDE Performance-Based or Endorsement Standards addressed for each instructional session. These standards should align with the appropriate content area checklist / rubric. *(See samples on this website.)*
      e. Description of required assignments. Include grading rubrics and standards addressed.
   ☐ Sample assessments which measure teacher candidate knowledge related to all essential items related to state standards for this endorsement. These assessments *may* include either or both:
      a. Performance-based assessments of teaching skills (include grading rubrics).
      b. Objective assessments (e.g., quizzes or exams) which measure teacher-candidate knowledge of key concepts related to the content standards.