

Colorado Council of Deans of Education

Annual Retreat
September 20 and 21, 2012

UNC Denver Center at Lowry Campus
1059 Alton Way, Bldg. 758, Denver, CO 80230

Agenda

Following is a general summary of the meeting

Thursday September 20

Welcome

Eugene Sheehan – welcome and overview of UNC Lowry Campus and programs; focus on field-based programs/internship

Mike Taber – Colorado College; foot of pikes peak; liberal arts college in CO Spgs; MAT and tchr ed; merging experienced tchr mat – added endorsement: rdg specialist with dyslexia center in Spgs to triple grad student pop; developed an assessment system for Colorado College and used Qualtrics for a mgmt. system

Kurt Carey – Adams State University; Boettcher partnership

Sara Dalman – Colorado Christian bldg a new campus in same location 6th/Alameda/Harrison; UG internship program instead of std tchg, now 1 yr internship (8 partnership programs with ELEM, SPED/ECE)

Wendy Wendover – Colorado Christian – grad programs – 2 post bac programs trying to move into master's programs; non-licensure master's exists; growth with hybrid programs in 5 centers across campus; interested in online observations; re-auth with alternative programs with CDE this year; last year traditional re-auth

Lorrie Sheppard – CU Bolder – TPA ED- UCBis a pilot site for program assessment; tweaks and issues still with TPA but in general feeling is that this is a good reflection of what candidates should do; TPA is consistent with program goals and what teacher ed is trying to do in the first place; good feedback from students

Rebecca Kantor – CU Denver – collaborating with Boulder on transformative initiative with NCATE; regular formal assessment plan and outcome data; opened new office of diversity and inclusion in school of ed; diversify teacher ed and advanced teacher ed programs; hiring a director of digital teaching and learning – take online offerings to a new level; 4 position searches for this year

Paul Michelac – DU – campus based and residency program; move toward a residency based teacher ed program; reviewed national state stds and generated accountability framework for school/college; re-did observation protocols; leadership academy fellowship that leads to 3-year contact with graduates that leads to transformation o graduate into mentors; created electronic portfolio

Rob Lucero – associate director at CSU – piloting co-teaching model in student tchg placements

Donna Cooner – CSU – cohosting the NNER conference in Denver in October 18

Dan Robinson – CSU

Sandra Haynes – Metro State – reorganizing/revaluating/revamping programs; advertising for chair of tchr prep programs; new and revised curriculum

Ellie Baldwin – JIU – 3rd week on job; recognizes faces around the table

Valerie Dobbs – Colorado Mesa University – scaling up of IHE and programs; ed has become leader on campus for assessment; realignment; faculty turnover; more robust in world of distance delivery – may invent a new model; align with new stds; new grad programs – sped and tchr ldr; lots of profess dev for local districts etc

Pat Nelson – Argosy – small campus in Denver – innovative environments; lots of online and hybrid models; approved to launch ed leadership grad programs at master's and doc level; using the Pearson platforms for ed leadership; most programs at argosy are NOT licensure

Laura Tutville – Western State University – UG and G programs for teacher ed and licensure and principal prep; programs online with in person year of internship; certificate program in online tchr leadership; revising ug liberal arts; 191 –and how to align rubrics for future tchrs

Heidi Barker – Regis – tchr ed in liberal arts college; students with elem or sec license will also grad with a CLD license

Janet Oakes – Regis University – professional studies; team is disbursed on six campuses in two states; closing Las Vegas campus – will finish out existing programs; work with Boettcher; opening a sped lab at DCT campus to serve teachers and community

Bill Weeks – Phoenix – not a lot new in CO at this time; first sped generalist graduating this fall; CDE/CDHE review next week

Mary Snyder – UCCS – working on ed TPA and interested in launching that program; CU system converted to a new student tracking system, spend a good deal of time on administration; looking across programs to be more efficient and effective; condensing courses/programs (i.e., research course); how to make programs broader based

Richard Fulton – Fort Lewis College – position opening – entering into the areas of tchr ldrshp master's and certificates; works in professional development realm; Navajo Nation outreach program for tchr aides on reservation, mtg of consortium to continue and refine principal license; Navajo nation pursuing their own LEA status;

Barbara Johnson – with Colorado Mtn College- working with school districts to develop 1st tchr prep

Nancy Sileo and Ginny Huang – UNC -- working on dual endorsement in ELL and Sped; sec programs are conducting program revision; elem grad is also looking at program revision to prepare candidates to work with diverse learners in classroom and to develop action research in classroom with tchr researchers; secured an ITQ grant from CDE/CDHE to work with inservice tchrs on ELL; conducted faculty development on CELP to ensure all are prepared to enforce CELP

Eugene Sheehan – revise / reevaluate / re-modify STEP program to ensure TQ; several dean level and higher administrators who are in an acting capacity; searching for faculty in elem ed; elem math; sped generalist, sped g & t ; principal and ELPS; reviewing and engaging a new data mgmt system;

Tori Marqueson – CSU Pueblo – new president; acting provost etc

Direction and Challenges for CCODE

Eugene /Mike– what are some of the things we – CCODE – would like to address as a group? What types of agenda items and focus would the group like to have for the 2012-2013 year?

- Placement of student tchrs/field placements
- NCTQ report

- Teacher identifier
- Perception of CCODE among important constituents

Suggestions:

More frequent meetings with collaborative information sharing and problem solving

Topical meetings

Work on raising our profile, usefulness and credibility

Speak to State Board—a possibility

Faculty Day for Gifted Education

Leadership Forum

Jacquelin Medina, CDE

Invitation to join Jaquelin for a full day leadership forum; hopes to be seen as a resource to Ed colleges around G/T.

Handout provides information on legislation and acts / initiative on gifted education.

CDE / IHE collaborative would like to host a faculty day and invite people from IHEs to participate – how would gifted ed be integrated in existing teacher education; faculty day would be to share resources and have break out sessions by content to discuss the impact/implementations of gifted ed in all areas of K-12 education and in teacher education programs

NAGC Leadership forum on Nov 15 at conference in Denver!

NAGC looking for volunteers to help at conference and then get to attend conference gratis

Standards Update

Brian Sevier, CDE

Overview of what is happening in stds implementation

Plan for SAMPLE curriculum that is inclusive of new CC stds – see handout called “Curriculum Development Unit Overview;” designed to sequence stds, grade level expectations; template is flexible and customizable across states; see back page for the example of the year at a glance; prepopulated with 4th grade stds, 21 C skills, and sequencing of units; the goal of the

project is a curriculum blueprint; project plan.

Curriculum Project Plan includes: foundation, CO Academic Stds; timeline; the goal is to create unit overviews for all 10 content areas for all grades K-12 by December 2012; 09/20/12 tchrs will learn who will participate in the development of the Curriculum Development year at a glance plan; 4 work shops between Oct and Nov will be held at UNC and UCB to work with tchrs to develop the stds.

In Jan – the goal is to go into state to do 5 regional workshops to do same work with educators across state based on posted samples; if a district doesn't like what is developed, districts and BOCES can redevelop based on what they need/want and to honor local control and input by districts that could not send or participate in the fall workshops

In June 2013 – go back to same 5 regional areas and ask participants to choose to develop into a full unit including implementation/curriculum, assessment, differentiated instruction, adaptations and accommodations – hold community discussions with tchrs, principals, other school personnel, parents/families, community members

Fall 2013 – website: curriculum plan, unit outlines, unit samples, etc

Questions: what should a new graduates' understanding of the templates be? What is expected of new hires/new graduates in terms of knowledge of template/curriculum/implementation?

Template options for districts: a) don't use at all, b) go to website and take blank template and modify as needed, c) take samples and use, or d) take samples, take district curriculum and do a crosswalk comparison to see what is unique for district and how to implement

ESSU and Language Culture Diverse / Equity group will participate in last implementation phase in instructional units

Literacy and Math Design Collaborative
Nina Lopez and Jeri Crispe

Colorado Legacy Foundation

Independent non-profit to work in partnership with CDE and school districts to improve/speed up areas of opportunity and learning across the state. Current project is “integration project” to implement new academic stds, new ed eval requirements, and new assessments; partnered with 13 districts – project is focused on literacy and math designed collaborative and implementation.

Looking for research partners among IHEs for the Colorado Integration Project.

SB 191 – Update and Training Opportunities for IHE’s

Katy Anthes, CDE

Katy – executive director of ed effectiveness at CDE. Overview and update on Senate Bill 191...some shortterm opportunities for engagement and a scan of resources. See timeline update for implementation schedule. 191 does require ALL districts to evaluate ALL licensed personnel 50% on growth and 50% on rubric; CDE will create one model, but districts can develop own model. Student growth model component of eval is complicated. Currently piloting rubrics for teachers and principals. Prepare all districts for statewide implementation next year – which is a hold harmless year.

Only aggregate data will be presented during the pilot year – Statewide rollout – any district that wants to use statewide system needs to be trained on quickly. Rolling out model now and using BOCES to do train the trainer models. Anecdotal data indicate 80% or higher of CO districts will use the state model. Planned to validate rubrics in 2012-2013 but will move to 2013-2014. First year will be a hold harmless year.

Two training opportunities for IHEs – 10/29 and 12/12 – provide basically the same training that will be provided to districts. Districts do simulations, but IHEs will see same training that superintendents and principals are receiving. Karen L. will be developing the registration and information on the training.

Leaders in IHE’s who work in teacher education, program coordinators,

those who are involved in tchr ed and student assessment should attend this training.

Resources: new and updated website – see handout. Also, videos on CDE website provide information on SB 191 and CDE model evaluation program.

Ian – from CDHE; new teacher prep person at CDHE is Brittany Lane.

Reauthorization committee: 3 CCODE reps from publics; 3 CCODE reps from privates. Need a private person, have sufficient public members.

Ian – two reports from CDE team (composed of faculty from UCD, UCB, UNC). One report lays foundation for ed prep data to link completers at CDHE to HR file at CDE. The eval system will allow student achievement data to be tracked back to IHE preparation program. Data should help IHEs to conduct program improvement.

The other report provided teacher placement data.

IHEs try to find the “best” teachers to mentor our student teachers. We need assistance from CDE to encourage “master’ teachers to take on student teachers.

Program Graduate/IES Survey
Kent Seidel, DU

Handout provided. Responses are in for most IHEs and will be distributed to each IHE over the next few months. Survey respondents give consent to access student achievement data. 278 have given consent. Institutions will receive analyses by program.

What is the overall response rate by program? Overall for candidates it’s been about 20%. Longitudinal data will be collected over a three-year period.

Discussion and Wrap Up

Focused mainly on how CCODE can work to ensure an ongoing supply of master teachers willing to work with our candidates.

Friday September 21

Educator Effectiveness

Culturally Linguistically Diverse

Jamie Goetz & Karen Lowenstein, CDE

Jamie – CLD (Karen) – first discussed the TNTP independent report on licensure – not necessarily the recommendations that will go from CDE to State BOE; implementation 2016-2017 if BOE approves recommendations; CDE is currently completing a cost analysis of how to transition to new licensure formats/ideals if recommended and approved by BOE. The report is available on the CDE website—licensure page. The report recommends the removal of “meaningless” licensure barriers to teacher and principal licensure. Different types of licensure are recommended and it is proposed that all applicants complete a CO-specific performance-based test. By opening up licensure are we

CCODE agreed that there should be a middle school license.

More details needed on the performance test—why not use a national test?

Jamie would like IHEs to have opportunity to present to state bd. Lorrie – thinks we should have very specific information/data on a specific topic.

Karen – CLD – transition from LDE to CLDE and CLDBE; individual teachers can still take test and add endorsement to existing licenses – but ONLY until end of 2012; programmatically – transition from LDE to CLDE...get info out that new CLDE students must take new test; students in existing LDE programs will still be able to take PLACE/PRAXIS exam for LDE but only those in programs

Re-authorization & Ed Prep File Update
BA in ELEM and ECE

Ian Macgillivray, DHE

Brittany Lane, DHE

Jamie Goetz, CDE

Ian – covered a variety of topics:

introduced Brittany Lane – point person for ed prep

working on SURDS files / ed prep

Questions about CCHE to allow bachelors in Elem Ed and ECE?

re-auth committee membership – Jennie, Valerie, Donna (public); Sarah,

Mike and Jana Oakes (Regis) are private

common survey project & data platforms – TK20/TaskStream/Livetext &
data advisory group at CDHE

use of appropriate and useful CIP codes – important for ed prep file that

names are correct – double check approved programs list

agenda for re-auth committee: common survey, CAEP transformation

initiative – can re-auth cycle be lengthened to be congruent with national

accreditation visits; approval of endorsements – content review to CDE &

then CCHE conducts final review; successfully complete review – finding of

the review will be a determination of the next visit/cycle to go with national
accreditation.

Ed prep emails – will be sent every two weeks; maybe once a month by

Brittany – encourage faculty to sign up.

11:00 – 11:15 Break

CCODE discussion:

Next mtg 10/26 after CATE conference

First Spring mtg: Feb 8; April 4

Dues will be transferred to UNC; updates to come

Discussion about actions CCODE can take to raise our visibility and
credibility and to problem solve issues we face:

Issues include: teacher candidates placement; pending national report;
implementation of teacher identifier.

Ideas proposed:

CCODE – is a State Chapter of AACTE, altho not all CCODE members are members of AACTE; CCODE could apply for AACTE small grant to organize a conference. sMike and Rebecca will explore options for state AACTE/CCODE.

Faculty summit on tchr ed – is slotted for March 2013; organized with DHE/CDE.

Keep an eye on legislative initiatives in state and at the legislature and inform CCODE members—this service is available through AACTE.

Principal preparation topic – SIG possibilities (Rod and Donna – CSU); tchr ldr options; TNTP excludes IHE content/coursework etc

Presentations to SBE and legislature should have a commanding presence no whining; is there a group with whom to build a coalition to present to SBE and legislature (CASE – CO Areas Superintendents of Education? Or rural caucus). Need to identify a specific issue to focus on/rally around)

Work collaboratively with other organizations – ask CASE to attend their conference in August; work org to org on common issues to build relationships. Need a conversation around the fact that only 50% of the tchrs hghrd in CO come from CO. Address need to grow more CO produced and qualified tchrs. If we share this mission, what about the placements of these people who will be hired by districts. This may lead to better placements with master/mentor tchrs that are seen as a benefit for both partners (IHE and school district).

CCODE website? Is there value in talking about tchr quality and tchr prep programs? Does everyone want to participate – want information would we want to put onto site and raise visibility.

Fall 2013 retreat at CASE fall conference. Should we have a post-conference or a session during their regular conference?

Shall we meet individually with our local legislative representatives? In your own area or at capitol. Commit to meeting with them in spring 2013 – speak in a way that reflects what is coming down the pike – but not in an adversarial manner. Present in a proactive manner that highlights certain programs/areas at each IHE? What could the topic be? How about clinical experience based programs – i.e. practice based programs that support school district and IHE needs. Would like to work more collaboratively with legislators and with schools districts for placements – integrated throughout an IHE prep program.

Summary of agreements re next steps:

Decided

Fall retreat 2013 at CASE conference

Build website

Meet with local legislators in Spring ‘13

Meeting adjourned