

\*\*Note: There are two types of proposed changes to this policy: 1) changes that are required by change in statute and 2) changes to “clean up” the language. The changes that are required because of changes to statute are identified with a comment box.

SECTION I

PART P TEACHER EDUCATION POLICY

**1.00 Introduction**

This policy describes the performance-based teacher education model and outlines the criteria and procedures for review and approval of schools, colleges, and departments of teacher education (hereafter listed as “units” of teacher education) and of teacher preparation programs. The “unit of teacher education” encompasses all elements of teacher education at any particular college or university while “program(s)” of teacher preparation define the individual academic programs leading to specific teacher education endorsement areas (e.g. English, social studies, mathematics, tech ed, etc.) offered by a unit.

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This policy states the statutory criteria and the corresponding performance measures that new and existing units of teacher education must meet to qualify teacher candidates for state licensure and against which adopted standards and performance measures are evaluated. The policy also describes the review and accountability processes for Colorado’s units of teacher education.

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The policy applies to all approved teacher education units at institutions of higher education in Colorado. It does not apply to special service licensure areas (e.g., school nurse, occupational therapist).

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**2.00 Statutory Authority**

The CCHE Teacher Education Policy is based on section 23-1-121 C.R.S. that states:

The Commission shall adopt policies establishing the requirements for teacher preparation programs offered by institutions of higher education. At minimum the requirements shall ensure that each teacher preparation program may be completed within four academic years, is designed on a performance-based model, and addresses the statutory criteria.

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### 3.00 Goals, Principles, and Terminology

#### 3.01 Policy Goals

The primary goal of CCHE Teacher Education Policy is to ensure high quality teacher education. To achieve that goal, the policy:

- 3.01.01 Establishes the requirements for units of teacher education, including all teacher preparation programs [23-1-121 (2) C.R.S.].
- 3.01.02 Specifies the process and protocol for a statewide review of all units of teacher education at public and private colleges and universities.
- 3.01.03 Requires a periodic review of teacher education units, not more frequently than once every five years [section 23-1-121 (4) (a) (I) C.R.S.].
- 3.01.04 Implements procedures for collecting and reviewing evaluative data of teacher education units.
- 3.01.05 Specifies a process for collaborating with the governing boards to define the information to be included in the annual report to the education committees of the General Assembly.
- 3.01.06 Requires an annual report on the requirements and effectiveness of teacher education to the legislative education committees each January [23-1-121 (6) C.R.S.].

#### 3.02 Principles

CCHE Teacher Education Policy is based on the following principles:

- 3.02.01 Teacher preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. The Colorado Commission on Higher Education has responsibility for the review and approval of units of teacher education designed to prepare teachers, while the Colorado State Board of Education is authorized to develop the professional content standards for teacher preparation programs and to license those who complete approved teacher preparation programs.
- 3.02.02 Units of teacher education are evaluated on the criteria listed in Section 4.00 of this policy.

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### 3.03 Terminology

An Approved Teacher Education Unit is a college, school, department, or other administrative body in public or private colleges, universities, or other organizations with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed in an institution, which has been reviewed and approved pursuant to this policy and the provisions of C.R.S. 23-1-121.

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Assessment is defined as the process used to collect evidence of what a student knows and is able to demonstrate.

Colorado Model Content Standards are the specific statements of what a P-12 student should know or be able to do in specified academic areas.

Field-based Experiences are experiences that allow teacher candidates to apply content and professional knowledge in authentic school settings under the supervision of teachers and college or university faculty. Field-based training may include a variety of experiences associated with teaching in supervised settings—classroom observations, assisting licensed teachers in school settings, practica, student teaching and internships—or a combination of experiences under a partner school model.

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Student teaching is a field-based experience in which teacher candidates further develop and demonstrate their competence over an extended period of time under the supervision of a match-up or cooperating teacher. Field experiences, including student teaching, must account for a minimum of 800 clock hours accumulated throughout the program of study in entry-level (initial) teacher education programs.

Field experiences in programs leading to additional endorsements for previously licensed teachers may vary in length.

Endorsement is the designation on a license that the holder is authorized to teach a specific grade or developmental level (e.g., elementary) or subject area (e.g., language arts).

Entry-level teacher education programs, also known as initial teacher licensure programs, include baccalaureate degrees, post-baccalaureate programs, alternative teacher programs, and teacher-in-residence programs. Under C.R.S. 23-1-121, CCHE approves teacher education programs at the baccalaureate and post-baccalaureate levels.

Licensure refers to the system and criteria that authorizes individuals to teach in Colorado public schools. The Colorado State Board of Education is the entity authorized to license teacher education candidates following recommendation from the Colorado Department of Education.

Performance-Based Standards for Colorado Teachers refers to a set of prescribed standards which teacher candidates must know and be able to demonstrate their knowledge.

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Performance-Based Model refers to a system that evaluates a teacher education unit against the performance standards as defined and adopted by the Commission and the professional knowledge content standards adopted by the Colorado State Board of Education. Section 4.00 of this policy specifies the performance criteria that apply to the initial approval or reapproval of teacher education units. Teacher education units that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

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Post-Baccalaureate Teacher Education is for candidates pursuing initial or advanced teacher education who already have an undergraduate degree (e.g. Bachelor of Arts [BA] or Bachelor of Science [BS]). These programs of study are subject to all CCHE performance criteria except the requirement that the program must be completed in four academic years (see 4.01).

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Teacher Candidate is a person who is participating in an approved teacher preparation program in order to be licensed in the state of Colorado.

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Teacher Preparation Program, as defined in statute, is a CCHE-approved program of study with a defined curriculum in a public or private institution of higher education leading to licensure in a particular grade level or content area (e.g. mathematics, sciences, etc.). A teacher preparation program must include the curricular components of an undergraduate degree program, including general education and a major in a content area, as well as professional knowledge (e.g. passing the appropriate PLACE or Praxis II assessment) and field-based experiences.

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#### 4.00 **Criteria for Performance-Based Teacher Education Units or Programs**

The Commission shall use performance-based measures specified in section 23-1-121 C.R.S. to review and approve baccalaureate and post-baccalaureate teacher education units and programs within units, including proposals for new programs. The approved sequence of coursework and field experiences will be evaluated on evidence supporting a performance-based model. Recommendation for approval by the State Board of Education (see 4.06) is a necessary precondition for Commission approval. In its review, the Commission will evaluate whether units requesting teacher preparation approval meet criteria described in sections 4.01 through 4.07.

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4.01 Public institutions shall ensure that undergraduate teacher education programs may be completed in four academic years and are designed and implemented in accordance with the higher education Quality Assurance Act [23-1-121 (2) C.R.S.].

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4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students who are considering becoming teacher candidates [23-1-121 (2) (a) C.R.S.].

4.03 Each unit or program will demonstrate that it has ongoing screening and counseling of teacher candidates by practicing teachers or college and university faculty members [23-1-121 (2) (b) C.R.S.].

4.04 Each program will demonstrate that its programs contain course work and field-based training that integrates theory and practice and educates teacher candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Model Content Standards [23-1-121 (2) (c) C.R.S.].

4.05 The curriculum of each program will ensure that each teacher education candidate enrolled in a program leading to initial endorsement completes a minimum of 800 hours of supervised field based experience that relates to approved standards and measures; in the case of additional endorsements for previously licensed teachers, the minimum number of hours of supervised field based experiences will vary [23-1-121 (2) (d) C.R.S.].

4.06 Each unit will document that, prior to graduation, its teacher education candidates demonstrate the skills required for licensure, as determined by the State Board of Education [23-1-121 (2) (e) C.R.S.].

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4.07 Each unit will provide ongoing and comprehensive assessments including the evaluation of each teacher candidate's subject matter and professional knowledge and ability to apply the professional knowledge base [23-1-121 (2) (f) C.R.S.].

4.08 Each unit will demonstrate that its programs meet the performance criteria related to teacher preparation found in its governing board's performance contract with the department of higher education [23-5-129 (2) (a) C.R.S.].

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**5.00 Approval Process for New Teacher Preparation Programs**

A unit of teacher education that chooses to offer a new teacher preparation program shall submit a proposal to both the Office of Professional Services, Colorado Department of Education (CDE) and the Department of Higher Education (DHE). The DHE, in conjunction with the CDE, shall review each teacher preparation program proposal submitted by an institution of higher education. The CDE will first review the proposal for alignment with Performance-Based Standards for Colorado Teachers and then submit to the Commission its recommendation regarding approval.

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5.01 CCHE will the approval process, described in section 4.00, to review teacher preparation program proposals.

5.01.01 The following types of teacher preparation programs must comply with this process:

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- New undergraduate teacher preparation programs,
- New post-baccalaureate teacher preparation programs,
- Modifications to CCHE-approved degree programs leading to teacher licensure, and
- Adding teacher licensure to existing CCHE-approved degree programs.

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5.01.02 Public institutions with approved teacher education units do not require additional approval to offer these programs as cash-funded programs, provided such programs follow CCHE Extended Studies policies and are identical to those programs eligible for state funding.

5.02 The State Board of Education is responsible to review for approval the content of each teacher preparation program prior to its consideration for approval by the Commission. The State Board of Education will review the proposal to determine if the program's content is designed and implemented in a manner that is in compliance with section 22-2-109 (5) (a) C.R.S.

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5.02.01 If the State Board of Education confirms that the content portion of the teacher preparation program is in compliance with its adopted content standards, DHE shall review the proposal using the performance-based measures specified in Section 4.00 of this policy and present a recommendation to the Commission.

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5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will not take further action to approve the request.

**6.00 Approval Process for New Teacher Preparation Programs (Private Institutions)**

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Any private institution of higher education authorized pursuant to the CCHE Degree Authorization Act that chooses to offer a new teacher preparation program shall submit a proposal to the SBE requesting its approval. The SBE will review the proposal and, if approved, submit a recommendation of approval to the Commission.

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6.01 As provided in 23-1-121 (5) C.R.S., the Commission will take action, upon receipt of approval by the SBE that the teacher education program is designed and implemented in a manner that will enable a teacher candidate to meet the requirements specified in 22-2-190 (3) C.R.S. and 22-60.5- 106 C.R.S.

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6.01.01 DHE action on a teacher preparation program authorized by the SBE will be limited to confirming that the program contains the required minimum of 800 hours of supervised field-based experience [23-1-121 (5) (b) C.R.S.].

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6.01.02 If the program has been approved by the SBE pursuant to 22-2-109 (5) C.R.S. and contains the required minimum of 800 hours of field-based experience, DHE staff will recommend approval to the Commission.

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## 7.00 Reapproval Process for the Five-Year Site Review of Units of Teacher Education

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This section describes the reapproval process for units of teacher education at both public and private institutions of higher education.

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7.01 The reapproval of teacher preparation programs at approved units of teacher education will be conducted by DHE in collaboration with the Office of Professional Services, Colorado Department of Education (CDE) not more frequently than once every five years. The review process consists of seven steps: (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance criteria, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) written notification of approval recommendations to the institutions by the CDE and DHE, (6) an appeals process, and (7) formal action by the SBE and the Commission.

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7.01.01 DHE and CDE will notify the institution of its upcoming site visit, confirm the dates and provide a description of the materials the institution needs to submit prior to the site visit.

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7.01.02 The institution will submit materials documenting how its unit and programs meet the criteria specified in Section 4.00.

7.01.03 The review team will review the submitted evidence prior to the site visit to identify the unit and programs' strengths and areas for improvement or missing information needed to document the performance criteria defined in this policy.

7.01.04 The review team will conduct an on-site review that focuses on the results of the preliminary review and on those performance criteria best evaluated on-site. The site visit will consist of an entrance interview, unit and program review, and an exit interview.

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7.01.05 DHE and CDE will prepare a written report with recommendations using the findings of the joint review team and formally share a draft report with the college or university's teacher education administration, the provost or chief academic officer, and the governing board within 60 days of the site visit.

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7.01.05.01 The institution shall note any errors of fact in the report and respond with any supplemental information requested within 30 days.

7.01.05.02 An institution may submit a rebuttal to the findings or, if necessary, request a second visit to address the findings of the review panel. A

final report of the on-site review will be presented to the SBE and the Commission reflecting necessary revisions or corrections and the results of any second visit.

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7.01.05.02.01 The staff will recommend **full approval** of a teacher preparation program that meets the performance criteria adopted by the Commission and the professional content standards adopted by the SBE.

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7.01.05.02.02 The staff may recommend **probation for or termination** of a teacher preparation program that does not meet the performance criteria adopted by the Commission or the professional content standards adopted by the SBE.

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(a) If the Commission has placed a program on probation based upon the recommendation of the SBE, the Commission shall consult with the SBE in determining whether the program should be reapproved or whether the program should be terminated.

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(b) Any teacher preparation program placed on probation shall not accept new students until DHE recommends that the teacher preparation program be removed from probationary status and the Commission approves. The length of the probationary status shall not exceed one year.

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(b.1.) If after one year on probation the teacher preparation program fails to correct any of its deficiencies with regard to the performance criteria adopted by the Commission or the professional content standards adopted by the SBE, the Commission shall order termination of the teacher preparation program.

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(c) If the Commission determines that a teacher preparation program should be terminated, the teacher preparation program must not accept new students and must terminate within four years of the determination.

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7.01.06 Within 30 days of the Commission's action, a governing board may appeal a recommendation of probation or termination of a teacher education unit.

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7.01.06.01 To initiate an appeal, the governing board shall submit a written request that identifies the unit and cites the reasons why it is contesting the recommendation. This material will be included in the agenda materials for the Commission.

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7.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the Commission meeting at which the site report is presented.

7.01.07 The Commission will act on the teacher education approval recommendations, including any units that have appealed a staff recommendation. The Commission's action is binding.

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7.01.07.01 If the Commission votes to terminate a teacher education unit, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective on the date of the Commission vote.

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7.01.07.02 Teacher candidates enrolled in a terminated unit at the time of the Commission action may complete their programs of study under the original graduation requirements. Under state statute, these teacher candidates have a maximum of four years to complete the graduation and licensure requirements.

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## 7.02 Process for Discontinuing a Program by Institution Decision

7.02.01 Any institution wishing to discontinue an approved teacher preparation program must submit notification to DHE in writing indicating the program to be discontinued, the reasons for the decision, and a schedule for ending the program. If students are still completing the program, a plan for moving them to completion of the program or into another degree plan must be described.

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## 8.00 Data Reporting and Accountability

8.01 DHE, in consultation with the governing boards, will define the necessary data elements required to monitor and evaluate the performance standards defined in statute and CCHE policy.

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8.02 DHE will collaborate with the governing boards regarding the information and evaluation methodology used for the annual report to the education committees of the General Assembly.

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8.03 CCHE will submit an annual report on the performance, quality, and effectiveness of teacher education units and programs to the House and Senate education committees.

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8.04 DHE and CDE will facilitate the sharing of data between the agencies regarding the key performance criteria found in 23-1-121 C.R.S.

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