
COLORADO DEPARTMENT OF



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INSTITUTIONAL REPORT FOR

[INSTITUTION]

[VISIT DATE]

INSTITUTIONAL REPORT FOR INITIAL UNIT APPROVAL AND REAUTHORIZATION SITE VISITS

The following Institutional Report (IR) template should be used by institutions hosting a Department of Higher Education/Colorado Department of Education (DHE/CDE) on-site visit. This IR template includes the prompts or questions to which the institution should respond for each of the six statutory performance measures (C.R.S. §23-1-121). Responses should include information on initial and advanced programs leading to any CDE endorsement. To reduce burden and duplication in the state reauthorization process, this DHE/CDE IR template contains elements of both the NCATE IR template and TEAC Inquiry Brief template. Institutions may copy and paste from their NCATE, TEAC, Title II and other reports where appropriate.

There are a suggested number of characters for each response. Institutions should not feel compelled to use all available characters to respond to prompts. In many cases, direct and succinct responses will not require the maximum number of characters, but institutions are free to go over the suggested number of characters. Responses need not be exhaustive. (As a reference, there are approximately 2,600 characters on this page.)

This report is meant to be a summary introduction to the unit (all departments, schools or colleges involved in the preparation of candidates) and its programs. The on-site review to follow will include a thorough examination of the evidence. In writing responses for this report, institutions may refer to SPA reports, Student Handbooks, and many other documents that are either linked, included as appendices, or available online. For instance, some institutions have found it helpful to identify the key exhibits or evidence that they believe will support the claims that they make in their responses to each prompt. Tables, figures, and links to key electronic exhibits may be included for each prompt.

The institutional report (IR) can be written in the following online template, which includes space to upload tables, figures, and lists of key exhibits. The overall length of the IR should not exceed 50 pages, including tables, figures, and links to key exhibits. At least 60 days prior to your site visit, submit the IR electronically (including any supplemental documents that serve as evidence) as one document to the online submission system at:

<http://higher.ed.colorado.gov/Academics/TeacherEd/DegreePrograms/Default.html>

Please also submit the IR to goetz_j@cde.state.co.us

Upon receiving the IR and program content review materials, CDE will conduct a document review of programs for the eight Performance Based Standards for Colorado Teachers and additional endorsement standards reflected in the Colorado Educator Licensing Act (C.R.S. 22-60.5). DHE will review the IR for the following performance criteria: admission system; advising and counseling of teacher candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base (C.R.S. 23-1-121.2). If you have any questions, please contact:

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OVERVIEW

This section sets the context for the visit. It should clearly state the role and mission of the institution. It should also describe the characteristics of the unit.

I. Institution

1. Briefly describe the program's commitment to the State Board of Education's Performance-Based Standards for Colorado Teachers (Rule 5.00), Principal Licensure Standards (Rule 6.00) and the Colorado Commission on Higher Education's statutory performance measures. (approx. 2,000 characters)

- Rationale: Institution should describe its efforts to improve its programs to satisfactorily meet Colorado teacher and principal standards and statutory requirements.

2. What is the institution's historical context? Please also briefly describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel. (NCATE A.1) (approx. 2,000 characters)

- Rationale: Help the review team understand anything unique to the institution's context that explains what programs are offered and why, past relationships with surrounding districts, individuals or policies and laws that led to sweeping changes and so on.

3. What is the institution's role and mission (in regards to educator preparation) and what region of the state does it serve? (approx. 1,500 characters)

- Rationale: This will help the team determine if the unit is helping to meet the needs of districts in its region and can be used as leverage for more financial and other resources.

II. The unit

1. Describe the professional education unit at your institution. What is the relationship between the education department/school/college, the College of Arts & Sciences and any others involved in the preparation of candidates? (TEAC 3.1; NCATE B.1) (approx. 1,500 characters).

- Rationale: This helps the team understand all those involved in the preparation of educators and their roles. *Please include an organizational chart.

2. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, K-12 experience, and expertise in the field in which they teach and the level in which they supervise)? Please complete the table below or upload your own table. (TEAC 4.2.3, 4.2.4; NCATE 5a.1) [Please include vitae for each education faculty member and adjunct].

- Rationale: Used to determine the balance of instructors with elementary vs. secondary experience, expectations for scholarship and service, ratio of tenure-track to adjunct and so on.

Table: Faculty Qualification Summary

Faculty Member Name “Faculty” includes all instructors, adjuncts & graduate student teachers.	Highest Degree & Field	Faculty Rank	Tenure Track? (YES/NO)	Teaching or Other Professional Experience in P-12 Schools
[Sample entry]: Juanita Cruz	Ph.D. Curriculum & Instruction: Elementary Mathematics	Associate Professor	Yes	5 yrs. Elementary teacher 2 yrs. Asst. Principal

3. What are the demographics of faculty members who work with candidates? Please complete the table below or insert your own table. (NCATE 4b.3.)

- Rationale: To compare diversity of Education faculty with all faculty at the institution.

Table: Faculty Demographics

	Faculty Who Teach in the Unit n (%) “Faculty” includes all instructors, adjuncts & graduate student teachers.	All Faculty in the Institution n (%)
American Indian or Alaska Native	[Sample entry]: 2 tenure-track 1 adjunct	
Asian		
Black or African American, non-Hispanic		
Native Hawaiian or Other Pacific Islander		
Hispanic or Latino		
White, non-Hispanic		
Two or more races		
Other		

Race/ethnicity unknown		
Total		
Female		
Male		
Total		

4. What efforts does the unit make to recruit and retain a diverse faculty and with what success? (NCATE 4b.4.) (approx. 2,000 characters)

- Rationale: Diverse faculty tend to attract diverse students.

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5. What programs are offered at your institution to prepare candidates? Please complete Table 2 or upload your own table below. (TEAC 4.1; NCATE B.3, B.4)

Table: Educator Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's, Post-Bacc, Master's or Doctoral)	Number of Candidates Enrolled	Number of Completers	Status of National Recognition of Programs by NCATE or TEAC

6. Which of the above educator preparation programs are offered off-campus or via distance learning technologies and how do you ensure they meet the same objectives and outcomes as programs taught in the traditional classroom? (NCATE B.5) (approx. 1,000 characters)

- Rationale: The review will ask to see hybrid and online classes during the site visit to ensure congruency with traditional classroom courses.

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7. What substantive changes have taken place in the unit since initial approval or your last review (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? (TEAC 3.1, 3.2; NCATE B.6) (approx. 3,000 characters)

- Rationale: If the team understands these changes, they may have ideas for helping the institution to address them.

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8. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its faculty teaching, courses, programs, and clinical experiences? (TEAC 3.1, 3.2; NCATE 2c.1, 2c.2, 2c.3, 2c.4) (approx. 7,000 characters)

- Rationale: Describe program self-improvement without focusing too much on graduate and employer surveys, which will be addressed under Statutory Performance Measure F.

III. Budget & Facilities

1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions? (TEAC 4.4; NCATE 6b.1) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit.

2. How adequately does the budget support all programs for the preparation of candidates, as well as faculty teaching, scholarship and service to P-12 education? What changes to the budget over the past few years have affected the quality of the programs offered? (TEAC 4.4; NCATE 6b.2) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit.

3. How well does the unit's physical space, equipment and supplies meet the needs of the unit to adequately recruit, retain and graduate future candidates from diverse backgrounds and traditionally underserved geographical areas of the state? (TEAC 4.3; NCATE 6d, 6e) (approx. 2,000 characters)

- Rationale: The team can use this information to try and leverage more support for the unit.

STATUTORY PERFORMANCE MEASURES

This section is the focus of the institutional report. A description of how the unit meets each performance indicator must be presented. Significant differences among programs may be described. Links to key exhibits to support the descriptions may be embedded.

Statutory Performance Measure A: Admissions System

The unit has a comprehensive admission system including screening and counseling for students considering becoming educator candidates.

Justification:

- DHE/CDE request this information to help ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104), to prevent student complaints, and to ensure a seamless pipeline from K-12 and community colleges into educator preparation programs.
- CCHE has set as a priority to increase retention and graduation rates of underserved students, especially low-income, minority and males (C.R.S. §23-5-129).
- Section 206 of the federal Higher Education Opportunity Act requires teacher preparation programs to describe annual quantifiable goals for increasing the number of prospective teachers prepared in teacher shortage areas designated by the CDE, including mathematics, science, special education, ESL, bilingual education and foreign languages.

A1. Unit has adopted appropriate admission requirements and strives to increase standards for admission into the program.

A1.a. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues? (TEAC 4.5, 4.6.1, 4.6.3; NCATE 6a.2) (approx. 2,000 characters)

- Rationale: Students have the right to know what they're getting themselves into.

A1.b. What screening process is in place to assess applicants' personal and professional dispositions and aptitude to relate to children prior to admission? (TEAC 1.3, 4.6.1; NCATE 1g.1) (approx. 2,000 characters)

- Rationale: Better to identify candidates with dispositional issues before they enter the program.

A1.c. How many students have been denied admission and for what reasons? Please disaggregate by race, ethnicity and gender. You may insert a table. (approx. 1,500 characters)

- Rationale: The better informed DHE is on this, the better DHE can assist units in handling any resulting student complaints.

A2. Multiple entry points exist for qualified individuals considering teacher education.

A2.a. What transfer and articulation agreements or memoranda of agreement (MOA) does the unit have with 2-year colleges? What is the number of students entering and successfully

completing the unit's programs from 2-year colleges over the last 5 years? (TEAC 4.6) (approx. 2,000 characters)

- Rationale: To help ensure compliance with transfer/articulation agreements and admittance into educator preparation for candidates starting out at 2-year colleges.

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A2.b. What other programs or opportunities are there to attract qualified individuals (including non-traditional, veterans of armed-forces, and high school students) into educator preparation programs? (TEAC 4.6) (approx. 2,000 characters)

- Rationale: To help ensure admittance into educator preparation for qualified candidates.

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A2.c. How does the unit ensure the accessibility of resources (such as tutoring, online resources, counseling, writing center, and etc.) to candidates, including candidates in off-campus, distance learning, and from transfer institutions, through electronic means? (TEAC 4.5; NCATE 6e.5) (approx. 2,000 characters)

- Rationale: To help ensure admittance into educator preparation for qualified candidates.

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A3. Recruitment of candidates.

A3.a. What are the demographics of the candidates in educator preparation programs? Please complete the table below or insert your own table. (TEAC 4.6.1; NCATE 4c.2) Please also define the geographical area served (i.e., school districts & region of the state).

- Rationale: To ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104)

Table: Candidate Demographics

	Candidates in Educator Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native			
Asian			
Black or African American, non-Hispanic			
Native Hawaiian or Other Pacific Islander			
Hispanic or Latino			
White, non-Hispanic			
Two or more races			
Other			
Race/ethnicity unknown			

Total			
Female			
Male			
Total			

A3.b. What efforts does the unit make to recruit and retain candidates from diverse groups? What successes have been met over the last 5 years? (TEAC 4.5, 4.6.1; NCATE 4c.3.) (approx. 2,000 characters)

- Rationale: To ensure a stable teaching force that reflects the population of the state (C.R.S. §23-13-104)

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A3.c. What efforts does the unit make to recruit candidates into high-needs content areas and who will likely teach in hard-to-staff geographic regions of the state? (TEAC 4.6.1) (approx. 2,000 characters)

- Rationale: To increase the number of prospective teachers prepared in teacher shortage areas and hard-to-staff regions of the state.

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Statutory Performance Measure B: Ongoing Screening & Counseling

The unit provides ongoing screening, counseling and advising of candidates by practicing educators or college and university faculty members.

Justification:

- DHE/CDE request this information to ensure program completion, prevent student complaints and ensure the safety and well-being of K-12 students with whom candidates interact.
- DHE/CDE request this information to ensure that faculty throughout the unit, as well as cooperating teachers and principals in partner K-12 schools, share the same expectations of candidates for coursework and field-based experiences.
- The idea here is to get educator preparation programs/IHEs to take more responsibility to help fill local, regional and state needs with well-qualified teachers in all content areas, as well as other school personnel like speech/language pathologists.

B1 . Systems to advise and position candidates to be successful.

B1.a. How does the unit ensure that candidates have regular and consistent access to advising? Which members of the professional community participate in program design, implementation, evaluation and advising? In what ways do they participate? How do they ensure consistent

expectations for candidates and convey them? (TEAC 4.2, 4.5.1, 4.5.2, 4.5.3; NCATE 6a.4, 6a.5) (approx. 3,000 characters)

- Rationale: This has been one of the largest areas of concern on recent site visits. If Teacher Education and Arts & Sciences faculty do not frequently communicate with one another, they cannot relay consistent and accurate information to candidates.

B1.b. What system is in place for “red flagging” candidates who exhibit unprofessional behaviors and dispositions and for providing corrective action and/or counseling them out of the program? How is this responsibility shared across the unit? (TEAC 4.7.1, 4.7.2; NCATE 2b.3) (approx. 2,000 characters)

- Rationale: Candidates should receive appropriate counseling and should be counseled out of the profession if it can be demonstrated they should not be working with K-12 students.

B1.c. For those candidates who did not meet admissions requirements and were admitted conditionally, what processes are in place to monitor them and help them complete the program successfully? How is this responsibility shared across the unit? (TEAC 4.5, 4.7) (approx. 2,000 characters)

- Rationale: To increase program completer rate for candidates who have the potential.

B1.d. How has the unit addressed candidates’ content deficiencies and encouraged retention/program completion (especially of post-baccalaureate and transfer students, traditionally underserved students and students who fail PLACE/Praxis II exams) and with what success over the last 5 years? [You might insert a table showing retention rates.] (TEAC 4.5) (approx. 2,000 characters)

- Rationale: To increase program completer rate for candidates who have the potential.

Statutory Performance Measure C: Coursework & Field Based Training Integrate Theory and Practice

Course work and field based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Model Content Standards.

Justification:

- Ensure an appropriate mix of general education, content knowledge and professional knowledge exists.

- CDE/DHE request this information to help ensure teachers understand Performance-Based Standards for Colorado Teachers (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991*), that principals understand Performance-Based Principal Licensure Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991*), and Colorado Model Content Standards.
- Assurances that educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002(1)(c)), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-100(e)).

C1 . Title II, Sections 205 & 206 of the federal Higher Education Opportunity Act assurances. (TEAC 1.1, 1.2, 1.3, 4.1; NCATE 1c.2, 1f.2)

C1.a. Provide a description of the activities and assurances that preparation provided to candidates responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. (For instance, how/when do unit faculty communicate with local K-12 schools about shortage areas and how/when are candidates advised to complete an add-on endorsement to make themselves more employable and fill regional and state teacher shortage areas?) (TEAC 4.6.1) (approx. 2,000 characters)

- Rationale: Educator preparation programs need to take responsibility to prepare the educators their region and the state needs.

C1.b. Provide a description of the activities and assurances that preparation provided to candidates is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. (approx. 2,000 characters)

- Rationale: Faculty in educator preparation programs should be familiar with current trends and best practices to prepare candidates.

C1.c. Provide a description of the activities and assurances that special education candidates receive course work in core academic subjects and receive preparation in providing instruction in core academic subjects. (approx. 2,000 characters)

- Rationale: Special educators need to be able to teach content.

C1.d. Provide a description of the activities and assurances that general education candidates receive preparation in providing instruction to diverse populations, including children with disabilities, English language learners (ELL's), and children from low-income families. (approx. 2,000 characters)

- Rationale: The better that teachers can understand the effects of students' backgrounds, the better that teachers can meet all their students' needs.

C1.e. Provide a description of the activities and assurances that candidates receive preparation on how to effectively teach in urban and rural schools, as applicable. (approx. 2,000 characters)

- Rationale: The better that teachers can understand the effects of students' backgrounds and communities in which they live, the better that teachers can meet all their students' needs.

C2 . Coursework contains linkages to field experiences, Colorado Model Content Standards, postsecondary & workforce readiness and culturally responsive teaching.

C2.a. What evidence is there that candidates make connections between defined learning goals in coursework (theory & research based evidence) and their practicum and student teaching experiences (practice)? In other words, how are field based experiences tied in with coursework in meaningful ways? (TEAC 1.1, 1.2, 2.1, 2.2, 4.1; NCATE 1a) (approx. 3,000 characters)

- Rationale: Courses with field-experiences should require some type of assessment to help the candidate make connections between what they're learning in the classroom and what they're experiencing in the field AND should require the candidate to practice something in the field that they've learned in the classroom.

C2.b. What efforts are being made to incorporate postsecondary and workforce readiness into what candidates should know and be able to do? (TEAC 1.1, 1.2, 1.3, 2.1, 2.2, 4.1; NCATE 1a) (approx. 2,000 characters)

- Rationale: Candidates should know how to teach K-12 students the knowledge, skills and behaviors they will need to be successful after high school. The description of postsecondary and workforce readiness is available at:
<http://higherred.colorado.gov/CCHE/Meetings/2009/jun/jun3009item.pdf>

C2.c. What evidence is there that candidates develop the knowledge, skills and behaviors for culturally responsive teaching and can demonstrate a deep understanding of the differences that each student, family and colleague brings with them into the classroom, including (but not limited to) those based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, transgender identity, and geographical area and how those differences can impact student learning? (TEAC 1.3; NCATE 1g.3) (approx. 2,000 characters)

- Rationale: Candidates need to become reflective teachers who create safe and culturally responsive learning environments and who understand how their own backgrounds impact their teaching, as well as how the backgrounds of their students impact the students' ability to learn from that candidate.

C3. Principal and administrator preparation programs.

C3.a. What evidence is there about principal and administrator candidates' proficiencies related to the principles of business management and budgeting practices? (TEAC 1.1, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters)

- Rationale: DHE is to review principal and administrator preparation programs for this performance measure pursuant to C.R.S. §23-1-121.3.

C3.b. What evidence is there about principal and administrator candidates' proficiencies related to the analysis of student assessment data and its use in planning for student instruction? (TEAC 1.2, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters)

- Rationale: DHE is to review principal and administrator preparation programs for this performance measure pursuant to C.R.S. §23-1-121.3.

C3.c. What evidence is there about principal and administrator candidates' proficiencies related to the successful implementation of induction (mentoring) programs for new teachers and their ability to create a school environment where teachers are treated as professionals and want to work? (TEAC 1.2, 2.1, 2.2, 4.1; NCATE 1e.) (approx. 2,000 characters)

- Rationale: These are state and national issues that keep coming up as being very important and no one agency is taking the lead.

Statutory Performance Measure D: 800 Hours of Supervised Field Based Experience

Each candidate for initial teacher licensure completes a minimum of 800 hours of supervised field based experience that relates to approved standards and measures.

Justification:

- CDE/DHE request this information to help ensure candidates have ample opportunity to practice the skills and methods learned in their coursework and expected of teachers by K-12 partners.
- K-12 schools request this information so they know what's expected of them when they take practica students and student teachers and so that program graduates are prepared to be teachers.
- Program can use this information for self-improvement. CDE/DHE request this information to help ensure teachers can teach to Colorado standards.

D1. Collaboration between Unit and School Partners

D1.a. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences? (NCATE 3a.1) (approx. 2,000 characters)

- Rationale: Are the appropriate individuals, departments and local education agencies involved?

D1.b. How do you ensure that the teacher education program, A&S departments, supervisors, cooperating teachers, cooperating principals and candidates all share the same expectations for candidates in their field based experiences? (NCATE 3a.2, 3a.3, 3a.4) (approx. 3,000 characters)

- Rationale: Is there consistency in how candidates' field experiences are evaluated?

D2. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

D2.a. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals? (NCATE 3b.5, 5a.3) (approx. 2,000 characters)

- Rationale: Do cooperating teachers/mentors meet appropriate qualifications?

D2.b. What preparation do school-based faculty members receive for their roles as clinical supervisors? (NCATE 3b.6.) (approx. 2,000 characters)

- Rationale: Is there consistency in how candidates' field experiences are evaluated?

D2.c. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals? (NCATE 3b.7.) (approx. 2,000 characters)

- Rationale: Are candidates being evaluated and supported consistently and appropriately?

D3. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

D3.a. What evidence is there that prior to clinical practice candidates demonstrate knowledge of applicable federal and state school laws, including but not limited to teacher and student First Amendment rights, reporting suspected child abuse and neglect, school safety, and other legal and ethical responsibilities of educators? (approx. 2,000 characters)

- Rationale: Candidates should be familiar with federal and state laws, as well as have a basic understanding of common school board policies that impact school safety.

D3.b. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic, racial, linguistic, gender, and socioeconomic groups? (TEAC 1.2, 1.3; NCATE 3c.6) (approx. 2,000 characters)

- Rationale: Besides learning about students' diverse backgrounds in the classroom, candidates should be able to link those lessons (theory) with experiences in the field (practice).

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Statutory Performance Measure E: Content Required for Licensure

Demonstrate content skills required for licensure, as determined by the State Board of Education.

This statutory performance measure requires the positive recommendation of the CDE content review panel and final approval by Colorado State Board of Education.

Statutory Performance Measure F: Ongoing Evaluation & Ability to Apply the Professional Knowledge Base

Comprehensive and ongoing evaluation of each candidates' subject matter and professional knowledge and ability to apply the professional knowledge base.

Justification:

- C.R.S. §23-1-121(3)(c) requires DHE to review scores of PLACE and Praxis II and to modify programs to improve these scores.
- Program can use this information for self-improvement. CDE/DHE request this information to help ensure teachers can teach to Colorado standards and increase student achievement.

F1 . Pass rates on PLACE and Praxis II content exams. [This information may be compiled from Title II data submitted to CDE or from the test company. Candidates should be informed to list your institution as a recipient of their test results.] (TEAC 1.1, 2.1, 2.2, 4.1.3; NCATE 1a.) *Candidates are not eligible for licensure in Colorado until they have passed the appropriate content exam. Thus, every teacher preparation program in Colorado has a 100% pass rate.

F1.a. How does the unit review and analyze this data to inform advising and make program decisions? (approx. 2,500 characters)

- Rationale: Test scores may indicate problems in the preparation of various groups of students (i.e., per content area or among transfer students).

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F2. Ability to plan instruction, teach and effect student achievement.

F2.a. What evidence indicates that advanced candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. A table summarizing these data could be inserted below. (TEAC 1.2, 2.1, 2.2; NCATE 1b.2) (approx. 3,000 characters)

- Rationale: Can candidates apply the professional knowledge base?

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F2.b. What evidence indicates that candidates can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help every student learn? A table summarizing these data could be inserted below. (TEAC 1.2, 2.1, 2.2; NCATE 1d.1) (approx. 3,000 characters)

- Rationale: Candidates should be able to demonstrate they can use student data to drive instruction.

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F3. Teacher effectiveness: Graduate and employer surveys and Educator Identifier System data.

F3.a. What do follow-up studies of graduates, employers and the Educator Identifier System (if available) indicate about graduates' preparation in the content area, pedagogical knowledge & skills, professional dispositions, and ability to help all students learn? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge may be inserted below. (TEAC 4.7; NCATE 1a.4, 1b.1, 1d.3, 1g.4) (approx. 4,000 characters)

- Rationale: How do you know if you're preparing effective teachers?

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