

## Academic Year 2008-2009

### **GUIDELINES FOR THE PREPARATION OF THE INSTITUTIONAL REPORT IN PREPARATION FOR THE REAPPROVAL SITE VISIT**

#### COLORADO TEACHER EDUCATION PERFORMANCE-BASED MEASURES MATRIX & Suggested Data/Evidence

Please use this as a guide in compiling your Institutional Report (IR). At least 60 days prior to your site visit please provide both a hard copy and an electronic copy of your completed IR to:

Ian K. Macgillivray, Ph.D.  
Academic Policy Officer/Teacher Education  
Colorado Department of Higher Education  
1560 Broadway, Suite 1600  
Denver, CO 80202  
303-866-3846  
ian.macgillivray@dhe.state.co.us

#### **Please include the following information in your IR:**

1. Executive Summary: Briefly describe
  - the program's commitment to the State Board of Education's Performance-Based Teacher Standards and the Colorado Commission on Higher Education's statutory performance measures;
  - progress the program has made in addressing recommendations from the previous site review (if applicable);
  - whether or not any significant changes been made to the program since the last review;
  - on what issues is the program planning to focus for improvement;
  - the levels of and processes for communication and collaboration with Arts and Sciences leadership and faculty;
  - whether teacher preparation program faculty have opportunities to voice their issues and how they are addressed;
  - whether there is regular evaluation of feedback mechanisms;
  - how consistency between Arts and Sciences and teacher preparation programs is maintained; and
  - how regular coordination with local district administration is coordinated.
2. Briefly describe how your institution has met, or not, the goals related to teacher education in your institution's performance contract (if applicable).
3. A course catalog.
4. Faculty information (names, rank/status, courses taught, and years of P-12 teaching experience) including e-mail and telephone contact information.
5. PEDS Report (AACTE): five years' worth of number of faculty, percent of minority faculty, and \$/budget allocation.
6. Student profile for all undergraduates and/or graduates (disaggregated by gender, race, ethnicity and age).
7. Address the following statutory performance measures:

Statutory Performance Measures	Performance Indicators	Evidence for Site Review Reapproval & New Proposal Approval [Evidence to show program is designed to achieve performance measure]	Data to be Provided as Evidence *Some of this data should be made accessible in the Evidence Room rather than being included in the report.
<b>a.</b> <b>Admission System (comprehensive admission system including screening and counseling for students considering becoming teacher candidates)</b>	(1) Institution has adopted appropriate admission criteria for baccalaureate or post-baccalaureate teacher education programs.	Admission policy that specifies minimum qualifications for admission. There is both a written policy and a system for monitoring the policy.	-Copy of written policy. -Description of the system used for monitoring policy. -Copy of student handbook. -Information from college catalog referencing pages.
		Analysis of accepted v. enrolled v. applied teacher education candidates by admission criteria OR Analysis of students enrolled in degree program by admission criteria.	-Profile of admitted teacher education students by name, ID number, degree program and GPA (disaggregated by gender, race, ethnicity and age). -Same data for applicants that were not accepted. -Access to complete student files for recent (1-2years) of program completers. -Access to complete student files for students in progress.
		All enrolled teacher education candidates are reported and coded appropriately on the SURDS teacher education file.	-DHE will check this.

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		<p>a) Baccalaureate programs: number of applicants that demonstrate college writing and math skills evidenced through ACT, Accuplacer, or SAT scores and number of accepted teacher education students that meet, and do not meet, the required cumulative GPA for entrance into the programs (for those students who do not meet the GPA requirement and are admitted on probation, what safety nets are in place to monitor them and help them succeed?) (disaggregated by gender, race, ethnicity and major) AND/OR</p> <p>b) Post-baccalaureate programs: number of applicants that pass the PLACE or Praxis II prior to admission (disaggregated by gender, race, ethnicity and major).</p> <p>*Indicate whether or not your program keeps data on the number of students who try and fail the PLACE or Praxis II. If your program tracks this data, include it. If not, please start tracking this for your next site visit.</p>	<p>-Baccalaureate programs: scores of teacher education candidates on ACT or SAT with rationale for the cut off score used. Could also use curriculum-based data for proof of basic skills knowledge.</p> <p>-Summary of method used to assess student basic skills performance.</p> <p>-What indicators are used to compare teacher education students with all other students?</p> <p>-Post-baccalaureate: scores of candidates by ID number on PLACE or Praxis II.</p> <p>-Access to admissions data collection system.</p>
	(2) Multiple entry points exist for students considering teacher education.	Negotiated transfer agreements with community colleges that define the required general education courses for teacher education (if applicable).	<p>-Copy of the negotiated transfer agreement.</p> <p>-Other programs or opportunities to attract qualified individuals into teaching?</p>

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	<p>(3) Institution has implemented a screening process that identifies successful teacher education candidates.</p>	<p>Number of students entering teacher education by degree program and grade level.</p> <p>Number of sophomores (or first year entry into teacher education) by degree program that meet the cumulative GPA requirement.</p> <p>Number of sophomores by degree program who demonstrated college writing proficiency through a basic skills test or a defined curriculum-based method.</p> <p>Number of sophomores by degree program who meet or exceed the institution's admission criteria.</p> <p>Each program has adopted and published a written policy that describes the academic and professional expectations of teacher candidates.</p> <p>Each program has established criteria to assess a candidate's aptitude to relate to children.</p>	<p>-Number of students by name and ID number entering teacher education by degree program and number of credits upon acceptance .</p> <p>-Mean GPA of these students compared to mean of all other students with equal credit hours.</p> <p>-Number and percent of students who entered the institution who did not meet the admission criteria.</p> <p>-Number and percent of teacher education students who entered teacher education who did not meet the teacher education admission criteria.</p> <p>-Copy of policy that describes the academic and professional expectations, including the student handbook and reference pages.</p> <p>-List of publications within which those expectations are included or will be included. - Copies of documents other than student handbook should be available.</p> <p>-Copy of the criteria through which an assessment of the student's ability to work with children will be measured.</p> <p>-Evidence of previous successful experience working with children.</p>

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	(4) Institution has implemented a counseling process to advise and position future teacher education candidates to be successful.	Counseling system that documents the advice an applicant receives regarding appropriate courses, including but not limited to advising history in student files, computer advising, and holds on registration status.	<ul style="list-style-type: none"> <li>-Description of counseling system to include number and department of involved faculty, advisement strategies, number of contacts per student, process for problem identification, and follow up mechanisms as well as methods for documentation of advising history for each student.</li> <li>-Interviews with students on general academic advising and major advising.</li> </ul>
<b>b. Ongoing screening and counseling of teacher candidates by practicing teachers or college and university faculty members</b>	(1) Faculty members are responsible for meeting with assigned teacher education candidates at least once per year and once per term if the student is falling behind in credit hours or GPA.	<p>Data-driven advising system is in place and functioning that ensures that academic and professional progress of candidates is monitored regularly.</p> <p>Defined guidelines and process for referring, counseling, and redirecting teacher candidates who do not meet the expectations of a successful teacher education candidate as defined in program criteria.</p> <p>*Indicate whether or not you have a system for tracking/“red flagging” teacher education students who exhibit unprofessional behaviors and dispositions. If so, explain the system and how those students are counseled out of the program. If not, please start tracking this information for your next visit.</p>	<ul style="list-style-type: none"> <li>-Number of students counseled out and number of credits at time of counseling.</li> <li>-Current status of students who were counseled out (if known).</li> <li>-Copy of all program advisement sheets.</li> <li>-Admission system is aligned with “gates” students pass through (e.g., passing the PLACE/Praxis, successfully completing a series of courses, and so on).</li> <li>-List of assigned counseling responsibilities by faculty member and description of how student advisees are assigned to faculty.</li> <li>-Who advises candidates and when?</li> <li>-Who coordinates the advising process and how do they ensure the information is accurate and consistent?</li> <li>-Who informs advisors and candidates of changes to program requirements and how do they do it?</li> </ul>

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	(2) Curriculum is designed to address content deficiencies of post-baccalaureate applicants (i.e., those who fail to pass the PLACE or Praxis II on first attempt).	<p>Program defines “leveling courses” by area of concentration.</p> <p>Number of students who didn’t pass and the number of credits of “leveling courses” taken by concentration area.</p>	<p>-List of leveling courses taken by each student in the next two semesters with student records available on-site.</p>
	(3) Each candidate meets with faculty members regularly to discuss curriculum plans and ways to integrate field experience with content knowledge.	<p>Student records contain information on the advice provided by the faculty advisor, the action taken by the student, including actions or advice given to students who may not be suited for the teaching profession.</p> <p>Retention rate of teacher education candidates and strategies that are in place to ensure strong retention.</p> <p>Profile of candidates that are no longer in the program. Program including current disposition, the reason for leaving the program including whether they were counseled out of the program.</p>	<p>-Review of student files (on-site) to determine which students will be interviewed. Students will be questioned on advice received, current status and the reason they were asked to leave the program (if applicable).</p> <p>-Current records/data regarding candidate advising/contacts. Are candidates’ program needs addressed in a timely way?</p> <p>-How often are candidates, graduates, faculty, and cooperating teachers surveyed or is the advisement program audited to assure candidates’ and program personnel’s needs are met?</p>

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<b>c. Course work and field based training integrate 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</b>	(1) The undergraduate curriculum of teacher education program is designed so that a teacher education student can complete it in four academic years.	Curriculum review will consist of determining the scope and sequence of coursework to be completed in 4 academic years. Review will also take into consideration prerequisites for all academic courses.	-Description of courses and prerequisites as well as any substitute courses. -Syllabi for required and substitute courses. -Student plan of study for each content or endorsement program. - A list of credit hours required to complete each endorsement preparation area.
	(2) An appropriate mix of general education, content knowledge, and professional knowledge exists.	Curriculum review to ascertain the breadth and depth of curriculum to prepare the candidate to successfully teach in the Colorado standards-based classroom.  Please provide the number and percentage of teacher education students who pass the institution's General Education assessment (disaggregated by gender, race, and ethnicity).	-Matrix of courses (curriculum map) aligned with content standards. -Plans of study, course descriptions and catalogs. - By program, use a curriculum map/program matrix to show alignment of course content & field-based experiences with the Performance-Based Standards for Colorado Teachers and the Colorado Model Content Standards. - By program, indentify curriculum design changes.
	(3) Course work and field experience integrate theory and practice.	A written framework exists for the program, identifying the knowledge, skills, or dispositions to be developed in each course and field experience.  Analysis of required course sequences reflect the alignment of student learning goals to field experience (theory to practice).  The institution, school of education, and the academic department have a joint process for evaluating students' performance on PLACE or Praxis II and modifying the curriculum appropriately.	-Matrix of courses (curriculum map) aligned with field-based experiences. - A brief description of the process for evaluating students' performance on PLACE or Praxis II and modifying the curriculum appropriately.

Statutory Performance Measures	Performance Indicators	Evidence Initial Program Approval & Program Reapproval Site Visit [Evidence to show program is designed to achieve performance measure]	Data to be Provided as Evidence *Examples of some of this data should be made accessible in the Evidence Room for Program Reapproval Site Visits
<p><b>d. Each candidate completes a minimum of 800 hours of supervised field based experience that relates to approved standards and measures</b></p>	<p>(1) Student teachers have a comprehensive, supervised field experience in a professional development school.</p>	<p>Defined field experience for the teacher candidate, with evidence indicating that each student has hands-on opportunities to deliver instruction; demonstrate how to adapt content knowledge to Colorado Model Content Standards; develop assessment tools to evaluate achievement of content standards; mentor individual students; diagnose learning difficulties; inform parents about students' progress and deficiencies; and develop the ability to individualize instruction to respond to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, innate learning abilities.</p> <p>Institutions are encouraged to address all forms of student and teacher diversity and may refer to NCATE's Standard 4 diversity definition, which is "Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area."</p>	<ul style="list-style-type: none"> <li>-Copy of any contractual agreement or guidelines between the IHE and schools related to student teaching and field experience.</li> <li>-Sample of student evaluation forms.</li> <li>-Description of the diversity of and expectations for placements.</li> <li>-Interviews with student teachers, supervising faculty, school administrators and cooperating teachers (will be collected on site by Review Team).</li> <li>- Observations of student teachers.</li> <li>-Onsite visit to field placement sites to observe scope, frequency and intensity of experience.</li> <li>-Alignment of curriculum to Performance-Based <i>Standard 6: Knowledge of Individualization of Instruction</i> for Colorado Teachers.</li> <li>-On what bases are placements made? Who decides and how?</li> </ul>
	<p>(2) Student teachers are prepared prior to student teaching to understand the federal and state laws that pertain to the classroom.</p>	<p>Required experience prior to student teaching to learn about applicable federal and state school laws, including but not limited to teacher and student First Amendment rights, reporting child abuse and neglect and other legal/ethical responsibilities of teachers.</p>	<ul style="list-style-type: none"> <li>-Alignment of curriculum to Performance-Based <i>Standard 8: Democracy, Educational Governance and Careers in Teaching</i> for Colorado Teachers.</li> <li>-Student teaching handbook.</li> </ul>
	<p>(3) Student teachers are provided strong role models in the professional development schools to which they are assigned.</p>	<p>Criteria for selecting cooperating K-12 teachers for student field experience and student teaching.</p>	<ul style="list-style-type: none"> <li>- List of cooperating teachers/ K-12 schools that meet criteria.</li> <li>-Interviews with principals on selection process.</li> <li>-Who is responsible for assessing and maintaining the quality of the candidate's field experience?</li> <li>-How is feedback used to improve the placement process and the placements themselves?</li> </ul>

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	(4) Student teachers are provided continuous feedback and support from college faculty in professional school setting.	<p>Each student is pre-evaluated using PLACE or Praxis II content assessment data so that students are able to have a positive student teaching experience and the faculty are able to provide appropriate support for the development of the teacher candidate's skills.</p> <p>Evaluation plan for student teachers in professional development schools/field experience setting.</p>	<p>-PLACE or Praxis II content scores.</p> <p>- Evaluations of student teachers by cooperating teachers and school administrators.</p> <p>-Copy of evaluation plan.</p> <p>-Student responses from 1<sup>st</sup> and 3<sup>rd</sup> Year Teacher Survey on relevance of student teaching experience (with comparison by program) and strength of student teaching experience (with comparison by program).</p>

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<b>e. Demonstrate content skills required for licensure, as determined by the State Board of Education</b>	(1) Graduates of teacher education programs meet the Performance-Based Standards for Colorado Teachers as adopted by the SBE.	Curriculum review of each degree program by DHE/CDE Review Team to ensure that the curriculum provides sufficient preparation in: <ol style="list-style-type: none"> <li>1. Knowledge of Literacy</li> <li>2. Knowledge of Mathematics</li> <li>3. Knowledge of Standards and Assessment</li> <li>4. Knowledge of Content</li> <li>5. Knowledge of Classroom and Instructional Management</li> <li>6. Knowledge of Individualization of Instruction</li> <li>7. Knowledge of Technology</li> <li>8. Democracy, Educational Governance and Careers in Teaching</li> </ol> *Requires positive recommendation of the CDE review panel.	-Sample of ways students demonstrate mastery of Performance-Based Standards for Colorado Teachers. -Matrix of courses (curriculum map) aligned with content standards. -Syllabi for all courses.
		Samples of teacher candidate work in relation to the Colorado Model Content Standards and/or Performance-Based Standards for Colorado Teachers.	- Teacher work samples.

<b>f. Comprehensive and ongoing evaluation of each candidate's subject matter and professional knowledge and ability to apply the professional knowledge base</b>	<p>(1) The student successfully demonstrates knowledge on written tests and in actual classroom settings.</p>	<p>What systems are in place to ensure program accountability and for evaluating and improving programs?</p> <p>What data management system is in place to ensure each candidate meets all criteria for successful completion of the program?</p> <p>Indicates how and when college faculty assess student's content mastery and professional knowledge.</p> <p>Quality of performance-based assessments developed or implemented by the program and ongoing evaluation of assessments.</p>	<p>-Syllabi, copies of assignments and assessments.</p> <p>-What types of candidate assessments or demonstrations of proficiency are required and at what points during their program?</p> <p>-What rubrics or standards are used for measuring/assessing proficiency?</p> <p>-Is data from these assessments collected electronically? Is it accessible by candidates, faculty, and program administrators? And to what extent are faculty members knowledgeable about the system and with what frequency do they utilize the data system?</p> <p>-How often are program data used to evaluate the program's effectiveness? What types of data are collected (candidate, graduate, local district feedback)?</p> <p>-What alternative methods are in place to assess candidates' competency and how are those alternative assessments themselves evaluated?</p>
	<p>(2) The student is able to demonstrate knowledge of content during the field experience.</p>	<p>Evaluation systems are in place to assess each student teacher's ability to apply content and professional knowledge in the classroom.</p>	<p>-Observations of student teachers.</p> <p>-Interviews with supervising teachers, principals and student teachers.</p> <p>- Evaluations of student teachers by supervising teachers, principals, and faculty.</p> <p>-Are content area advisors or instructors involved in observing student teachers to evaluate delivery of content?</p>
	<p>(3) The first-year teacher is able to apply the content knowledge in the K-12 classroom.</p>	<p>Results from 1<sup>st</sup> and 3<sup>rd</sup> Year teacher survey.</p> <p>Percent of teacher education graduates who achieve Colorado licensure (disaggregated by gender, race, and ethnicity).</p> <p>Placement data of graduating cohort by program, including:</p> <ul style="list-style-type: none"> <li>• The number teaching in their field</li> <li>• The number teaching out of their field</li> <li>• The number substitute teaching</li> <li>• The number teaching out of state</li> <li>• The number not pursuing a teaching career</li> </ul>	<p>-What system is in place to collect survey data on your programs' graduates?</p> <p>-How do you know you're doing an adequate job of preparing teachers?</p> <p>-Analysis of first and third year teacher survey related to content.</p> <p>-Results of follow up studies of graduates' performance by institution.</p> <p>- Site review team may interview principals of program graduate(s).</p>

