

SECTION I

PART P TEACHER EDUCATION EDUCATOR PREPARATION POLICY

1.00 Introduction

This policy describes the performance-based teacher education educator preparation model and outlines the criteria and procedures for review, and initial approval, and reauthorization of schools, colleges, and departments of teacher education educator preparation (hereafter listed as “units” of teacher education educator preparation) and of teacher preparation educator 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.~~

This policy states the statutory criteria and the corresponding performance measures that new and existing units of teacher education educator preparation 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 educator preparation.

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

2.00 Statutory Authority

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

The Commission shall adopt policies establishing the requirements for teacher educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum the requirements shall ensure that each teacher educator preparation program complies with section 23-1-125, [and] may be completed within four academic years, is designed on a performance-based model, ~~and addresses the statutory criteria.~~

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The primary goal of CCHE ~~Teacher Education~~ Educator Preparation Policy is to ensure high quality review of teacher education educator preparation programs based, when possible, on outcomes rather than inputs and to assist educator preparation programs with improving the effectiveness of their graduates by maintaining flexibility and encouraging creativity, rather than being strictly regulatory.

To achieve that goal, the policy:

- 3.01.01 Provides a basis for making decisions in the areas of approving new educator preparation programs proposed by institutions of higher education, reauthorizing existing educator preparation programs at institutions of higher education, and holding institutions of higher education accountable for addressing areas for improvement identified during the review process;
~~Establishes the requirements for units of teacher education, including all teacher preparation programs [23-1-121 (2) C.R.S.].~~
- 3.01.02 Requires a periodic review of educator preparation units, not more frequently than once every five years [section 23-1-121 (4) (a) (I) C.R.S.] and that may be offered concurrently or jointly with national accrediting bodies [section 23-1-121 (7) C.R.S.]. 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 Provides a basis for the department to assist educator preparation programs at institutions of higher education in complying with federal laws, national educator preparation standards and accreditation, and new state laws and policies regarding aligning the P-20 continuum; requires the department and department of education to work collaboratively to assist educator preparation programs in ensuring alignment with state board of education rules regarding the preparation and licensing of candidates, new P-12 academic standards and postsecondary and workforce readiness, and other state laws and policies that impact P-12 education and the preparation of educators; 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 Provides a basis for the department to assist educator preparation programs in responding to state needs by helping to ensure the preparation of effective educators in high needs content areas and high-needs regions of the state and who are able to respond to the needs of local education agencies; Implements procedures for collecting and reviewing evaluative data of teacher education units.

3.01.05 Allows the department and the department of education to implement procedures for collecting and reviewing evaluative data of educator preparation units and to share that data with the educator preparation units for program self-improvement.

~~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~~educator preparation to the legislative education committees ~~each January~~ [23-1-121 (6) C.R.S.].

3.02 Principles

CCHE ~~Teacher Education~~Educator Preparation Policy is based on the following principles:

3.02.01 ~~Teacher-Educator~~ 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~~educator preparation designed to prepare ~~teachers~~educators, while the Colorado State Board of Education is authorized to develop the professional content standards for ~~teacher-educator~~ preparation programs and to license those who complete approved ~~teacher preparation~~ programs.

3.02.02 Units of ~~teacher education~~educator preparation are evaluated on the criteria listed in Section 4.00 of this policy.

An Approved ~~Teacher Education~~ Educator Preparation Unit is the college, school, department, or other administrative body in a college, university, or other organization with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of educators, regardless of where the programs are administratively housed in an institution, ~~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.

An Approved Educator Preparation Program is a planned sequence of undergraduate, post-baccalaureate, or graduate courses and experiences for the purpose of preparing teachers and other school professionals to be effective educators in pre-kindergarten through twelfth grade settings. A program may lead to a degree, a recommendation for a state license by the department of education, both, or neither.

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

Colorado Model P12 Academic Post-Secondary & Workforce Readiness-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~~ licensed educators 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~~ educators in school settings, practica, student teaching and internships—or a combination of experiences under a partner school model.

~~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 work in a P12 school in a specific grade or developmental level (e.g., elementary);

or a subject area (e.g., language arts); a school leader (e.g., principal); or as a special services provider (e.g., speech/language pathologist).

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-work 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 Quality Standards refers to a set of prescribed standards, adopted as rule by State Board of Education, which teacher-educator candidates must know and be able to demonstrate their knowledge.

Licensure Competencies refers to sets of prescribed standards for each endorsement area, adopted as rule by State Board of Education.

Performance-Based Model refers to a system that evaluates an teacher education/educator preparation unit against the performance standards as defined and adopted by the Commission/statutory performance criteria in Section 4.00 of this policy and the State Board of Education Quality Standards as well as the licensure competencies by endorsement area, 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/educator preparation units. Teacher education/Educator preparation units that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

Post-Baccalaureate Teacher Education/Educator Preparation is for candidates pursuing initial or advanced teacher education/non-degree educator preparation 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).

Graduate Educator Preparation is for candidates pursuing initial or advanced educator preparation that is part of a graduate degree program (e.g., Master of Education [M.Ed.]).

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

~~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.~~

4.00 Criteria for Performance-Based ~~Teacher Education~~Educator Preparation 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~~educator preparation 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-educator~~ preparation approval meet criteria described in sections 4.01 through 4.07.

4.01 Public institutions shall ensure that undergraduate ~~teacher-education~~educator preparation programs ~~may be completed in four academic years and~~ are designed and implemented in accordance with ~~the higher education Quality Assurance Act~~C.R.S. 23-1-125, in regards to credit limits, transferability of courses, general education requirements, and competency testing.~~[23-1-121 (2) C.R.S.].~~

4.02 Each program will demonstrate that it has a comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidates academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators. [23-1-121 (2) (a) C.R.S.].
~~a comprehensive admissions system including screening and counseling for students who are considering becoming teacher candidates~~

4.03 Each ~~unit or~~ program will demonstrate that it has a comprehensive system that includes ongoing advising and screening and counseling of teacher of candidates by practicing ~~teachers-educators~~ 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~~P12 Academic 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.]~~each teacher candidate in an initial licensure program shall complete a minimum of 800 hours, each principal and administrator candidate shall complete a minimum of 300 hours, and each other advanced degree or add-on endorsement candidate may complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement.

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.].

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.]~~

5.00 Approval Process for New Teacher Educator Preparation Programs

A unit of ~~teacher education~~educator preparation that chooses to offer a new or substantially modified teacher preparation program that leads to licensure by CDE 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 licensure competencies and then submit to ~~the Commission~~DHE its recommendation regarding approval. Program proposals for advanced degrees without licensure shall be submitted to DHE only.

5.01 ~~CCHE~~DHE will follow the approval process described in section 4.00 to review ~~teacher education~~teacher educator preparation program proposals.

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

- ~~• 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.~~

~~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 For programs leading to licensure, CDE is responsible for review and The State Board of Education is responsible ~~to review~~ for approval of 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.

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.

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)~~

~~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.~~

~~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.~~

~~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.].~~

~~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.~~

67.00 Reapproval-~~Reauthorization~~ Process for the Five-Year~~and~~ Site Review of Units of ~~Teacher Education~~Educator preparation

This section describes the ~~reapproval-reauthorization~~ process for units of ~~teacher education~~educator preparation at both public and private institutions of higher education.

67.01 The ~~reapproval-reauthorizaiton~~ of ~~teacher-educator~~ preparation programs at approved units of ~~teacher-education~~educator preparation 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.

67.01.01 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.

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

67.01.03 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.

67.01.04 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.~~

67.01.05 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~~unit's administration, ~~the provost or chief academic officer, and the governing board~~ within 60 days of the site visit.

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

67.01.05.02 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~~ made available reflecting necessary revisions, ~~or corrections,~~ areas for improvement, and the results of any second visit.

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

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

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

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

(b.1.) If after one year on probation the ~~teacher preparation~~ program or unit fails to correct any of its ~~deficiencies~~ areas for improvement 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 or unit.

(c) If the Commission determines that a ~~teacher preparation~~ program or unit should be terminated, the ~~teacher preparation~~ program or unit must not

accept new students and must terminate within four years of the determination.

67.01.06 Within 30 days of the Commission's action, a governing board may appeal a recommendation of probation or termination of an teacher-education educator preparation program or unit.

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

67.01.06.02 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.

67.01.07 The Commission will act on the teacher-education educator preparation approval recommendations, including any programs or units that have appealed a staff recommendation. The Commission's action is binding.

67.01.07.01 If the Commission votes to terminate a teacher-education program or 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.

67.01.07.02 Teacher-eCandidates 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.

67.02 Process for Discontinuing a Unit or Program by Institution Decision

76.02.01 Any institution wishing to discontinue an approved teacher-educator 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.

6.02.02 The Commission may discontinue any educator preparation program that has not had any candidate successfully graduate during the previous five years [section 23-1-121 (4) (e) C.R.S.]. Enrollment data is collected annually in the Educator Preparation File in the SURDS database. The department reviews and reports the data and will notify the institution if one or more of their programs has not had a candidate graduate during the previous five years.

78.00 Data Reporting and Accountability

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

78.02 DHE will collaborate with CDE and the governing boards educator preparation unit administrators regarding the information and evaluation methodology used for the annual report to the education committees of the General Assembly.

78.03 CCHE will submit ~~the~~ annual report on the performance, quality, and effectiveness of ~~teacher education~~ educator preparation units and programs and the effectiveness of the review and approval process to the House and Senate education committees.

78.04 For the purposes of completing the report, DHE and CDE shall share any relevant data pursuant to S.B. 11-245.

~~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.~~