

## SECTION I

### PART P TEACHER EDUCATION POLICY

#### **1.00 Introduction**

This policy describes the performance-based teacher education model adopted in Colorado. It 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 for teacher education programs offered. The “unit of teacher education” encompasses all elements of teacher education at any particular college or university while “program(s)” of teacher education 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 document lists 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.

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

#### **2.00 Statutory Authority**

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

On or before July 1, 2000, 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.

#### **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 address the policy goal, the policy does the following:

- 3.01.01 Establishes the requirements for units of teacher education, including all teacher education 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 colleges and universities with current approval.
- 3.01.03 Requires a periodic review of teacher education units, at least once every five years [section 23-1-121 (4) (a) (II) 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 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. In this context, 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 education programs and to license the completers of approved teacher education programs.
- 3.02.02 Units of teacher education are evaluated on the criteria listed in Section 4.00 of this policy.

### 3.03 Terminology

An Approved Teacher Education Unit is a department, college, or university that has been reviewed and approved pursuant to this policy and the provisions of C.R.S. 23-1-121.

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 integrating all 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 a specific grade or developmental level (e.g., elementary) 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 criteria refer to a set of prescribed standards that teacher candidates must know and demonstrate.

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 approval or review of a 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.

Post-Baccalaureate Teacher Education is for those candidates pursuing initial or advanced teacher education who already possess 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 excluding the requirement that the program must be completed in four academic years (see 4.01).

Teacher Candidate is a person who is participating in an approved teacher education program in order to meet the requirements for licensure in the state of Colorado.

Teacher Education Program, as defined in statute, represents a CCHE-approved program of study with a defined curriculum in a public institution of higher education that leads to licensure in a particular grade level or content area (e.g. mathematics, sciences, etc.). In the context of this policy, a teacher education program must include the curricular components consistent with 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 a 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 education approval meet criteria described in sections 4.01 through 4.07.

- 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.].
- 4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students 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 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 relate 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 content skills required for licensure, as determined by the Colorado Department 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 education 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 Education Programs**

A unit of teacher education that chooses to offer a new teacher education program shall submit a proposal to both the State Board of Education and Commission. The Commission, in conjunction with the State Board of Education, shall review each teacher education program proposal submitted by an institution of higher education. The State Board of Education will first review the proposal for alignment with state teacher education content standards and teacher performance-based standards and then submit to the Commission its recommendation regarding approval.

- 5.01 CCHE will follow its existing approval process, described in section 4.00, to review teacher education program proposals.
- 5.01.01 The following types of teacher education programs must comply with this process:
- New undergraduate teacher education programs,
  - New post-baccalaureate teacher education 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 The State Board of Education is responsible to review for approval the content of each teacher education 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 education program is in compliance with its adopted content standards, CCHE 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 Education Programs (Private Institutions)**

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

6.01 Following the regulations provided in 23-1-121 (5) C.R.S., the Commission will take action, upon receipt of approval by the State Board of Education 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 Commission action on a teacher education program authorized by the State Board of Education will be limited to confirming that the program contains the requirement of a 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 State Board of Education pursuant to 22-2-109 (5) C.R.S. and contains the requirement of a minimum of 800 hours of field-based experience, then CCHE staff will recommend approval to the Commission.

## **7.00 Processes for the Five-Year Site Review of Units of Teacher Education**

This section describes the review process for units of teacher education.

- 7.01 The reauthorization review of approved units of teacher education at public colleges and universities will be conducted by CCHE in collaboration with the Colorado State Board of Education every five years by pre-arranged schedule. The review process consists of seven steps, including (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 CCHE, (6) an appeals process, and (7) formal action by the SBE and the Commission.
- 7.01.01 The institution will formally request a site visit and indicate the programs that are approved to meet the criteria specified in this policy. CCHE and CDE will confirm the dates and provide a description of the materials the institution needs to submit prior to the site visit.
- 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 focusing on the results of the preliminary review and the performance criteria that are best evaluated on-site. The site visit will consist of an entrance interview, unit and program review, and an exit interview.
- 7.01.05 CCHE and CDE will prepare a written report with recommendations using the findings of the joint review team and formally share a written 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 conclusion of the site visit.
- 7.01.05.01 The institution shall respond to any errors of fact in the report within 30 days and also respond with any supplemental information requested.
- 7.01.05.01 An institution may submit a rejoinder to address the findings or, if necessary, request a second visit to address the findings of the review panel. If there is no request for a second visit, the final report of the on-site review will be presented to the State Board of Education and the Commission.
- 6.01.05.04.01 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 State Board of Education.

6.01.05.04.02 The staff may recommend **probation or termination** of a teacher education preparation program that does not meet the performance criteria adopted by the Commission or the professional content standards adopted by the State Board of Education or both.

(a) If the Commission places a program on probation based upon the recommendation of the State Board of Education, the Commission shall consult with the State Board of Education in determining whether the program should be reapproved or whether the program should be terminated.

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

(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 State Board of Education or both, the Commission shall order termination of the teacher preparation program.

(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 said determination.

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

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.

- 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 appealed the staff recommendation. Unit approval requires six affirmative Commission votes. The Commission's action is binding.
  - 7.01.07.01 If the Commission votes to discontinue 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.
  - 7.01.07.02 Teacher candidates enrolled in a discontinued 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. The institution shall advise students who do not appear to be able to complete the requirements into a degree program approved for teacher preparation.
- 7.02 Process for Discontinuing a Program by Institution Decision
  - 7.02.01 Any institution wishing to discontinue an approved teacher education program must submit notification to CCHE in writing indicating the program to be discontinued, the reasons for the decision, and a timeframe 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.

## **8.00 Data Reporting and Accountability**

- 8.01 CCHE, in consultation with the governing boards, will define the necessary data elements to monitor and evaluate the performance standards defined in statute and CCHE policy.
- 8.02 CCHE will collaborate with the governing boards to specify the information and the approach for conducting the evaluation of teacher education programs that will be provided in the annual report to the education committees of the General Assembly.
- 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.

8.04 CCHE and CDE will facilitate the sharing of data between the agencies regarding the key performance criteria found in 23-1-121 (6) C.R.S.