



Dear Educator Preparation Champions,

As we bid farewell to January, many of you are diving into a new semester with your students. A semester filled with new learning and opportunity. So, I thought it would be appropriate to invite a current student to highlight her experience as a teacher candidate in this month's The Field Revealed column.

As I consider the excitement of launching a new semester, I think about the multitude of opportunities to inspire an ethic of excellence within our circles of influence. *"I believe that the work of excellence is transformational. Once a student sees that he or she is capable of excellence, that student is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After students have had a taste of excellence, they're never quite satisfied with less; they're always hungry."* –Ron Berger. As individuals privileged with preparing future educators, what if we replace the word 'students' with 'teachers.' Revised, Ron's message would read: *I believe that the work of excellence is transformational. Once a teacher sees that he or she is capable of excellence, that teacher is never quite the same. There is a new self-image, a new notion of possibility. There is an appetite for excellence. After teachers have had a taste of excellence, they're never quite satisfied with less; they're always hungry.* How are you inspiring an "ethic of excellence" in your educator preparation courses?

I look forward to hearing details about the amazing work you're doing and featuring you in future editions of the EdPrep Project E-Newsletter! Please send your celebrations and submissions to [Jennifer.Arzberger@dhe.state.co.us](mailto:Jennifer.Arzberger@dhe.state.co.us).

Sincerely,

A handwritten signature in black ink, appearing to read 'Jennifer Arzberger'. The signature is fluid and cursive.

Jennifer Arzberger  
Project Manager, Academic Affairs  
Colorado Department of Higher Education



## EdPrep Project Update

On January 16, 2014, Senator Mike Johnston and Mark Sass presented on the impact of legislative policies on teaching practices at Stanley Teacher Prep. Mark encouraged teachers to become champions for education reform and required interns to think deeply about the progress of education since the 1900s and how legislation has changed the culture of education in the United States. Following Sass' presentation, Johnston asked interns, "What are the most important

problems to solve in education today?" which inspired lively discussion. He encouraged interns to revise the question, "What do you want to be?" and instead, consider, "What do you want to change?" and identify the role that will best support you in making that change.



Mark Sass and Senator Mike Johnston discuss how policy informs the teaching practice to Stanley Teacher Prep interns

Following their visit, Jenny Arzberger, CDHE Project Manager, continued the conversation, presenting on Colorado's READ Act (H.B. 12-1238) and CAP4K (S.B. 08-212), and interns discussed how this is impacting their school and classroom practices. Interns are currently enrolled in a course requiring them to develop a curriculum unit, so they explored Colorado's District Sample Curriculum Project and identified the Standards, Grade Level Expectations, 21<sup>st</sup> Century Skills and Inquiry Questions aligned with their units of study. 111 out of 178 districts have participated in Colorado's District Sample Curriculum Project to date. Over 120 units will be posted by the end of March, with an additional 10-20 world language and STEM coming in August/September.

<http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject>



Mark Sass, Sue Sava, Senator Mike Johnston, and Jennifer Arzberger



Studying our Practice: Sue and Jenny discuss the implications of the Colorado Academic Standards on interns' coursework and assignments

# The Field Revealed



## The Importance of Field-Based Apprenticeships in Teacher Preparation

Submission by Brenna Garland,  
Friends' School Teacher Preparation Program



*Brenna Garland is a teacher candidate at Horizons K-8, a charter school in the Boulder Valley School District. Brenna is assigned to a grade 4/5 multi-age classroom. She is a great example of someone who possesses a growth mindset and soaks everything up in a big way. She teaches powerful lessons that engage students.*

In an educational system where teacher preparation tends to take place *after* the actual process of certification – where teachers teach mostly on what they have picked up from experience and colleagues rather than from their own training – I have much appreciation for the uniqueness of my experience in the Friends' School Teacher Preparation Program. This program offers a field-based apprenticeship model to aspiring teachers, coupled with coursework on theories, research, and educational practices. Over an entire school year, teacher candidates spend four days each week working alongside mentor teachers as we gradually gain more responsibility in co-teaching roles.

It is this hands-on experience that I greatly value and wish all potential teachers could have. I feel completely immersed in my classroom and school at large, something I know I wouldn't feel if I had the experience of a typical student teacher. I am exposed to the inner workings of a school as I attend staff and team meetings, I live the life of a teacher after 3:30 pm as I stay at school for late hours helping students with a fundraiser or planning lessons for the week, and I have gradually taken a sense of ownership in the classroom as well as love and commitment to the students just as much as if I were their main teacher from the beginning. And, mostly importantly, I practice real teaching every day. It's a quality of experience and support that I cannot imagine being without before entering a classroom of my own.

As teacher candidates we are in a state of liminality: a transitional period where we're neither quite here nor there, not quite novices in the classroom but still on the threshold to our careers as teachers. It's a period of immense learning and growth as we try to comprehend everything from effective teaching practices and theories to simply understand our own place in the classroom and how we can personally best engage with this practice. It's a time that's been filled with both rewarding and challenging moments, both complete doubt and steadfast certainty. As I stand in this in-between stage that can often be filled with ambiguity, I still feel a sense of assurance that this process is leading me towards my passion of children and education. Whatever shape this passion may take in the coming years, I feel confident in what I will, at the very least, walk away with from this year: a deep understanding of how humans learn and connect, and how these ways hold within them the possibilities to ignite the future.

## CU Boulder Students Develop Curriculum for Colorado's District Sample Curriculum Project



Students at University of Colorado Boulder returned to campus early this semester to participate in Colorado's District Sample Curriculum Project. The Project, directed by Dr. Brian Sevier, reflects an investment in purposeful and effective instructional design. 111 of Colorado's 178 districts have participated in the creation of these curriculum samples based on the Colorado Academic Standards (CAS). This workshop represented the first in engaging preservice teachers in the process Colorado's educators are using to design instruction utilizing organizing structures for addressing the grade-level expectations (GLEs), evidence outcomes (EOs) and 21st Century Skills that build students' mastery of the standards at each grade level.

"From its beginning, the District Sample Curriculum Project has had a singular focus: to build the capacity of teachers to use their content expertise and passion for student learning to create curriculum that addresses the challenges and demands of the 21st century. Engaging the next generation of teachers in authoring samples makes perfect sense; they are our future educational leaders." –Dr. Brian Sevier

For more information, visit:

<http://www.cde.state.co.us/standardsandinstruction/samplecurriculumproject#sthash.DraNB2aH.dpuf>





# Colorado Measures of Academic Success

## Colorado's State Assessment Timeline

### 1997-2011

#### Colorado Student Assessment Program (CSAP)

- Measured student learning of the Colorado Model Content Standards (mathematics, reading, writing and science)

### 2012-2013

#### Transitional Colorado Assessment Program (TCAP)

- Measures a blend of Colorado Model Content Standards and the new Colorado Academic Standards
- Allows school districts to transition their instruction from the old standards to the new ones

### 2014

#### TCAP & Colorado Measures of Academic Success

- TCAP continues for reading, writing and math
- First year of new Colorado-developed social studies and science assessments (part of the state's new Colorado Measures of Academic Success)

### 2015

#### Colorado Measures of Academic Success

- First year of new PARCC-developed English language arts and mathematics assessments
- Second year of Colorado developed social studies and science assessments

### Background on New State Assessments: Colorado Measures of Academic Success

Colorado assessments are changing in order to accurately assess student mastery of the new Colorado Academic Standards. With the standards being more focused, coherent and rigorous, assessments must adapt to align with them. The Transitional Colorado Assessment Program (TCAP) is being phased out and replaced by the Colorado Measures of Academic Success (CMAS), the state's new English language arts, mathematics, science and social studies assessments.

### PARCC-Developed English Language Arts and Mathematics Assessments

Colorado is a governing member of a multi-state assessment consortium called the Partnership for Assessment of Readiness for College and Careers (PARCC). Involvement in this consortium allows the Colorado Department of Education staff, along with staff from the Colorado Department of Higher Education and Colorado educators, to collaborate with individuals from across the U.S. to develop assessments for English language arts and mathematics.

Beginning in the 2014-2015 school year, these new computer-based assessments will be administered in grades 3-11 for English language arts and in grades 3-8 with three high school assessments for mathematics. Assessments in each content area will be administered in two components: a performance-based assessment administered after approximately 75 percent of the school year and an end-of-year assessment administered after 90 percent of the school year.

### Colorado-Developed Science and Social Studies Assessments

New state science and social studies assessments measuring the Colorado Academic Standards will be administered online in Colorado for the first time in the 2013-14 school year. These assessments are being developed collaboratively by the Colorado Department of Education, assessment contractor Pearson, and Colorado educators. Elementary (4th grade social studies and 5th grade science) and middle school (7th grade social studies and 8th grade science) assessments will be administered in the spring of 2014. High school (12th grade science and social studies) assessments will be administered in the fall of 2014.

### Additional Information and Fact Sheets:

<http://www.cde.state.co.us/communications/superintendentandprincipaltools-assessments>

<http://www.cde.state.co.us/communications/factsheetsandfags-assessment>



## Educator Preparation Project Spring Webinar Series

### **Academic Coaching: Faculty as Facilitators of Learning**

February 3, 2014 12:00-1:00 pm

**Event Description:** In the digital or flipped classroom, teachers must learn to be coaches over lecturers, argues author and economist Tyler Cowen in his book, *Average Is Over: Powering America Beyond the Age of the Great Stagnation*. While information is seemingly more accessible with the popularization of MOOCs and online resources, the students who will succeed in a self-paced learning environment are the ones who have been coached effectively to be highly motivated independent learners. In this webinar, you'll learn what academic coaching is and how teachers can use these tools to facilitate discussion, support student-centered learning, motivate students, and help connect the dots in and out of the classroom.

### **Critical and Creative Thinking in STEM Teacher Preparation**

February 10, 2014 12:00-1:00 pm

**Event Description:** The next generation will face a workforce where there are more high-wage job opportunities for graduates who are skilled in math and science. However, while students are often encouraged to take interest in STEM fields, critical and creative thinking is sometimes overlooked. When students learn to generate ideas, think in innovative ways, handle ambiguity, and approach work and school projects with an entrepreneurial mindset, they are better prepared to flourish in STEM occupations. In this webinar, you'll learn how to promote critical and creative thinking across the disciplines, specifically in the STEM areas.

### **Educator Effectiveness: State Model Evaluation System**

Pilot Rating and Survey Data

February 25, 2013 1:00-2:30 pm

**Event Description:** Interested in diving deeper into the Teacher and Principal Quality Standards and identifying the strengths and areas for improvement that districts identified when piloting the State Model Evaluation System? Join us for this webinar revealing teacher and principal pilot ratings and survey data.

### **Upcoming Topics for the Spring Series Include:**

- Colorado READ Act: Update and Approved Assessments
- Promoting Professional Skills and Habits of Mind
- Colorado District Sample Curriculum Project
- Teacher Leadership: Impact, Influence, and Outcomes
- Teacher Quality Standards: Professional Practices
- ELEVATE: Inter-Rater Agreement Training System
- State Model Evaluation System: Student Growth
- Using Measures of Student Learning to Promote Data and Assessment Literacy
- Student Achievement and the Pursuit of Excellence: Dispositions of Success

### **Register at CDHE's Educator Preparation Project Webpage:**

<http://highered.colorado.gov/academics/TeacherEd/EdPrepProject.html>



February 7-8, 2014

**Courage to Risk Conference**, Colorado Springs, CO

[www.couragetorisk.org](http://www.couragetorisk.org)

April 7-9, 2014

**Academic Coaching Session**, LifeBound

<http://www.lifebound.com/coaching/caochingsessions-3>

April 14-15, 2014

**National Field Experience Conference**, University of Northern Colorado

<http://www.unco.edu/cebs/nfec/>

Date Change: Power Counseling Collaborative: April 16, 2014

SAVE THE DATE! **DATE CHANGE** April 16, 2014

**Power Counseling Collaborative**, Colorado Department of Higher Education

May 5-6, 2014

**Colorado STEM Collaborative Summit (K-5)**, Public Education and Business Coalition

<http://www.pebc.org/education-events/ee-stem/stem-summit/>

Do you have an event you'd like featured in the Educator Preparation Project newsletter? Please send your announcement to [Jennifer.Arzberger@dhe.state.co.us](mailto:Jennifer.Arzberger@dhe.state.co.us)

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## **ANNOUNCING... Higher Ed Headlines**

Colorado Department of Higher Education is announcing a new monthly newsletter! Higher Ed Headlines will feature the latest news and events from the Colorado Department of Higher Education – along with resources and factoids that could be helpful in your work. You can subscribe at <http://eepurl.com/LN1U9>. Read the first edition [here](#). Thanks, and we welcome ideas for newsletter topics. You can e-mail CDHE communications officer Julie Poppen at [julie.poppen@dhe.state.co.us](mailto:julie.poppen@dhe.state.co.us) with any feedback.