

**TOPIC: RECOMMEND APPROVAL TO OFFER CULTURALLY AND LINGUISTICALLY DIVERSE BILINGUAL EDUCATION ENDORSEMENT AT THE UNIVERSITY OF COLORADO BOULDER**

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**I. SUMMARY**

This item recommends approval to offer Culturally and Linguistically Diverse Bilingual (CLDB) Education teacher endorsement (8.23) at the University of Colorado Boulder.

**II. BACKGROUND**

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5). CDE then makes a recommendation to the State Board of Education, which then makes a recommendation to the department. Upon receiving an affirmative recommendation, the department reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of 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)].

**III. STAFF ANALYSIS**

The Colorado State Board of Education approved the content of the University of Colorado Boulder's Culturally and Linguistically Diverse Bilingual Education (8.23) endorsement program at its meeting January 7, 2015. CDE staff transmitted its affirmative recommendation to the department.

This program supports the development of existing educators within the School of Education's master's program in Education, Equity and Cultural Diversity. Individual students will have the option to pursue the CLDB teacher endorsement as a component of the graduate program. Coursework is aligned to provide theoretical and practical training for K-12 Colorado educators employed within a variety of linguistic and educational environments. Pursuant to C.R.S. §23-1-121(2), department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** The School of Education has established the following criteria for students seeking admission into the master's program in Educational Equity and Cultural Diversity. This criteria includes: possession of a bachelor's degree from an accredited institution, a minimum 2.75 grade point average in all undergraduate coursework, a minimum 3.0 grade point average in all post-baccalaureate coursework, a demonstrated commitment to multiculturalism and bilingual education and relevant experience in an educational setting.
2. **Ongoing screening and advising:** Advising and ongoing evaluation within the program is conducted by seven faculty identified by the School of Education. Individual faculty members were selected to provide instruction and advising to CLDB students due to their research and teaching experience with English language learner (ELL) populations and multicultural communities. As students progress within the graduate program, faculty members annually assess and review student progress and, when necessary, facilitate corrective feedback to support the students' academic development.
3. **Course work and field-based training:** The program provides a range of direct experiences in bilingual/ multicultural/ESL education with the opportunity to develop skills and competencies essential to the work of educators of the linguistically different learner. The overall purpose of the program is to develop sound bilingual/multicultural/ESL competencies in teachers and school leaders. Coursework and field experiences align with these objectives.
4. **Candidate skills and content knowledge:** This program clearly aligns with the skills associated with the Cultural and Linguistically Bilingual Diverse endorsement as specified by the Colorado Department of Education. As this program centers on the continual development of existing professionals in the school environment, the linkage developed in this program supports the enhancement of effective classroom instruction.
5. **Continual improvement:** The faculty within the program is committed to reviewing student and program development on a regular basis and modifying program objectives and processes in order to support teacher development and student success. Regular reviews of this program will be done internally and externally through the state reauthorization process at the University of Colorado Boulder.

#### **IV. STAFF RECOMMENDATION**

**Staff recommends that the Commission approve the Culturally and Linguistically Diverse Bilingual Education (8.23) educator endorsement program at the University of Colorado Boulder.**

#### **STATUTORY AUTHORITY**

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review  
(2) The commission shall adopt policies establishing the requirements for 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 educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

- (a) 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 candidate's 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.
- (b) Ongoing advising and screening of candidates by practicing educators or faculty members;
- (c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;
- (d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate 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;
- (e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;
- (f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.