

PROGRAM NAME: Education Minor

COLLEGE: College of Education, Engineering, and Professional Studies

COORDINATOR: Jeff Piquette, Associate Dean, Teacher Education

I. MISSION, GOALS, AND STUDENT LEARNING OUTCOMES

A. Program Mission

The Education Minor, which is required for all undergraduates pursuing teacher licensure, is designed to provide a strong pedagogical knowledge. Core requirements build upon students' experiences in humanities, English, math, sciences, and social sciences to transform that knowledge into meaningful learning opportunities for their future K-12 students. Students completing this program acquire a foundation of knowledge in pedagogical best practices.

In designing the minor, faculty aligned courses, course content, requirements, and assessments with the *Colorado Academic Standards, Rules for the Administration of the Educator Licensing Act of 1991* (Section 8.01 – the Content Standards for Elementary Teachers), *Senate Bill 154* (which specifies the standards required for teachers by the Colorado commission on Higher Education), and the *Teacher Quality Standards* for all Colorado teachers. Also consulted were national professional standards of the National Council of Teachers of Mathematics, International Reading Association, National Association for the Education of Young Children, and the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

The Education Minor supports both the role and mission of CSU-Pueblo as a

regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs. (Colorado Statutes 23-55-101)

Moreover, the mission statement for CSU-Pueblo adopted by the Board of Governors of the Colorado State University system commits the university to

excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.

As the Education Minor addresses the need to prepare quality teachers (a professional program), the program directly fulfills the mission of CSU-Pueblo. CSU-Pueblo has a long tradition of collaboration with PK-12 schools and has provided leadership in educational reform in the region. To meet its mission, CSU-Pueblo must be sensitive to K-12 needs for well-qualified classroom teachers. The Education Minor program allows students realistically to complete their program in eight-semester for all licensure areas, increasing the number of well-prepared teachers in Colorado. In addition, the Education Minor

program is committed to preparing teachers who can teach in diverse classrooms. Goals 1, 2, and 4 of the Program (see below) address skills related to “diversity,” and the program requires courses and activities that support this mission of the university.

B. Program Goals

At CSU-Pueblo, teacher education is a campus wide responsibility, and overall program goals reflect components of the Education Minor. It is the purpose of the minor to insure that students will develop breadth and depth of pedagogical knowledge to insure students become proficient at transforming this knowledge into curriculum and instruction for children.

It is the joint responsibility of both the major and minor to prepare future teachers to evaluate information critically, to study and research independently, and to communicate knowledge effectively. The following eight program goals have been established for the Education Minor.

- 1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.**
- 2. Demonstrate professional growth in the application of scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.**
- 3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.**
- 4. Research, locate and interpret educational research in best practices in teaching.**
- 5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.**
- 6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.**
- 7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change**
- 8. Demonstrate responsibility for student learning at high levels.**
- 9. Demonstrate responsibility for school reform and leadership in school change.**

D. Program Assessment Plan

Overview of CSU-Pueblo Performance-Based Assessment Program

The design of CSU-Pueblo's teacher education assessment system, including the assessment of outcomes of the Education Minor, has been driven by four guiding principles: 1) the system should reliably result in the identification of students who meet established criteria for admission to education, for retention in teacher education, and for admission to student teaching; 2) it should provide additional ongoing, formative information on individual student progress and identify specific student problems and needs in order to allow support and remediation necessary for success; 3) it should provide summative information on student proficiency on all performance-based standards; and 4) the process should ensure ongoing program improvement by providing reliable and valid information on the program's successes and weaknesses related to student performance, as well as other criteria required by university, state and federal reporting agencies.

Syllabi for all courses in teacher education are available electronically on the TEP web site; these demonstrate important components of program assessment -- alignment of each course with program standards/the Colorado standards, benchmarks to be met in each course (course objectives), and all course and field experience requirements aligned with the performance standards. A matrix demonstrating the alignment of Education Minor courses with the Colorado Standards is included in the Appendices to this documents.

An overview of the model of assessment is included in Figure 1. CSU-Pueblo's performance-based assessment program has five components:

1. Program standards/student outcomes related to the Education Minor, aligned with the *Colorado Academic Standards* for each teaching area, the *Colorado Teacher Quality Standards*, as well as the standards of professional and learned societies (e.g., NETS, NCTM, INTASC). These are included in Table 1;
2. A process for evaluating student performance in an ongoing manner, as well as structured evaluations at three crucial transition points in the program – admission to education, admission to student teaching, and program completion. A summary of the timing of assessment is displayed in Table 2;
3. A number of evaluations tools. The *Student Performance Inventory* is a series of rubrics that describes the student outcomes and proficiency requirements related to each standard that will be assessed as students' progress through the program (available online at <https://www.csupueblo.edu/teacher-education-program/goals-and-standards.html>). Two examples are included in appendices to this document. A summary of methods and tools used is included in Tables 3;
4. A reporting system for documenting and monitoring student progress; and

5. A system for using the data collected to inform the program of strengths and weaknesses.

Component I: Performance Standards and Evaluation Criteria

The Education Minor program is an integrated major and minor – and the goals of the program include knowledge standards directly tied to licensure majors and are a subset of the student outcomes (standards) of the Teacher Education Program (TEP). A copy of all of these standards, as well as their alignment with the *Teacher Quality Standards*, is included in appendices to this report and is available on the program’s website:

<https://www.csupueblo.edu/teacher-education-program/goals-and-standards.html> .

Two levels of “Benchmarks” for each standard have been articulated – 1) course objectives which faculty have aligned with course content, activities, assignments, and fieldwork requirements, with student performance assessed by faculty and field experience teachers; and 2) benchmarks for three transition points – admission to education, admission to student teaching, and program completion. These benchmarks are included on the program's *Student Performance Inventory*. Benchmark performance is officially evaluated and recorded at admission to education and at program completion. Prior to the beginning of student teaching, students self evaluate their performance on benchmarks and record this self-assessment. At the beginning of student teaching, supervisors review the student portfolio, officially evaluate 1-2 standards, and give students oral and written feedback on meeting important benchmarks for admission to student teaching. Proficiency on meeting each standard is the final “benchmark” and is the goal for successful completion of teacher education and recommendation for state licensure.

Documentation of the articulation of standards across the program, as well as the specific teaching/learning activities, student assignments, and, in many cases, the course-embedded assessments used to evaluate student performance on these benchmarks, is available on the TEP website (<https://www.csupueblo.edu/teacher-education-program/goals-and-standards.html>).

Component II: Process for Evaluation

The assessment program has been developed to provide reliable and valid information on

1. Student performance and skills essential for future success at three important transition points -- admission to education, admission to student teaching, and program completion;
2. Individual student progress throughout the program in order to identify specific problems and needs and ensure support and remediation necessary for success;

3. Graduates' and their supervisors' attitudes towards proficiency on performance standards and preservice program quality; and
4. Overall teacher education program successes and weaknesses, information that supports on-going program improvement.

1. Evaluation at Transition Points

CSU – Pueblo’s evaluation process is designed with in-depth reviews of knowledge and performance at three key points or transitions in each student’s career – at application for admission to teacher education, at application for admission to student teaching, and during student teaching/program completion. These assessments are supplemented by frequent, ongoing end-of-semester evaluations of student progress student progress through evaluations in early field experiences and monitoring of the student’s GPA. Information from these evaluations also becomes evidence evaluated at transition points.

At each transition point, faculty, with input from K-12 teachers in partner schools, review a body of evidence and draw conclusions about student readiness for the next stage in becoming a teacher. In order to increase the validity and reliability of information used to make important decisions, the program has identified multiple data sources and measures, including standardized test scores, ratings of student performance by faculty and K-12 teachers, and evaluation of student work samples. Table 2 displays information on the timing of assessment for each Education Minor outcome.

Table 2. Summary of Timing of Formal, Recorded Evaluation of Colorado (CO) Performance Standards and the CSU-Pueblo Performance Standards

Standards/Elements		Admission to Education	Ongoing Assessment	Admission to Student Teaching	Program Completion	First Year Studies	
LS Goal	CSU-P Standard					Graduate	Supervisor
4	2.3		X		X	X ³	X ³
4	2.4		X		X	X ³	X ³
4	2.5		X		X		
4	2.6		X		X		
4	2.7		X		X		
4f	2.8		X		X		
4c	2.9	X	X		X	X	X
4a, 4b, 4d	2.10	X	X		X	X ³	X ³
1a, 1b, 1c	2.11	X	X	X	X	X	X
	3.1	X	X		X	X	X
2a, 2c, 4e	3.3		X		X	X	
2c, 4c, 4f	5.3		X		X		
4d	5.4		X		X		

Standards/Elements		Admission to Education	Ongoing Assessment	Admission to Student Teaching	Program Completion	First Year Studies	
LS Goal	CSU-P Standard					Graduate	Supervisor
2d	5.10	X	X		X		X
2a, 2d	6.5	X	X		X		
3c	7.3	X	X		X	X	
2b	8.7	X	X		X		
3a, 3b	8.9	X	X		X		

1. Admission to Education

After completing a minimum of 45 credit hours (and a minimum 2.6 cumulative GPA), students may enroll in ED 301: Frameworks of Teaching (ED 560 for post-baccalaureate students). During enrollment in this class, preservice students learn the basics of standards-based instruction, assessment, and classroom management and apply these skills in an early field experience. They also complete their formal application for admission to teacher education. This application comes in 2 parts – submission of formal documents (recommendations, transcripts, *MAPP* scores), which are initially reviewed and summarized on an admission to education checklist by office staff, and submission of an electronic portfolio with evidence referenced to admission requirements. Table 4 summarizes the body of evidence evaluated at Admission to Education. A description of the requirements for the portfolio is included in *the CSU-Pueblo Teacher Education Handbook* and detailed information on the content of the portfolio is included in a table in the appendices to the report.

Multiple Measures

To ensure a reliable and valid assessment system, faculty monitor multiple measures of students' performance for admission to education. Categories of data include:

1. *Course completion and course grades in general education, the content area, and skills areas.* Students submit all transcripts to the program, and grades in English, speech, mathematics, ED 301/ED 560, and cumulative GPA are evaluated.
2. *Ratings of performance by faculty in teacher education (TEP) and in the arts and sciences (on program recommendation forms).* Recommendation forms are distributed to faculty by students and returned to the Teacher Education Office. Questions relate to dispositions for teaching (e.g., work ethic, honesty) as well as evaluation of writing, speaking, and knowledge in the content area.
3. *Ratings of potential for teaching by field experience teacher (on web-based recommendation forms).* A web-based evaluation completed by the field experience

teacher with whom the candidate has during the semester. The tool requests information on dispositions for teaching, the student's performance on benchmarks of selected performance standards, and a final recommendation for potential for becoming a teacher. Field experience teachers also provide written feedback on two lessons taught by preservice students; these are included in the electronic portfolio.

4. *Writing samples* (academic writing, teaching plans, and reflections in the teaching portfolio).
5. *Teaching/speech samples* (video clip of teaching).
6. *Standardized test scores of general education and basic skills in writing, math, and reading (MAPP)*. The program administers the *Measure of Academic Proficiency and Progress (MAPP)*, a test of general education developed by the Educational Testing Service (<http://www.ets.org>). The test provides normative and criterion referenced information on skills in general education (Social Science, Humanities, Science) as well as basic skills (Math, Written Expression, Critical Reading), Critical Thinking, and an Overall Rating of Performance.

At the present time, MAPP performance is used as one of the multiple measures in evaluating general education and basic skills in the portfolio assessment process (e.g., the writing score is used as one of the pieces of information in evaluating a student's writing), and the program has not developed a "qualifying" score for admission to education based on MAPP performance. Previous to administering the MAPP, the program administered the *Academic Profile* (its predecessor at ETS) and had gathered information to develop a qualifying score based on the score's correlation with students' success in the program (ability to pass the licensure exam and GPA). However, with ETS's switch to MAPP, TEP has begun to gather data again and plans to correlate these data with students' future success in the program and establish qualifying scores. However, ETS does not return data in a timely manner, and faculty often do not have scores returned at the time portfolios are reviewed for admission to education. If the Teacher Education Program (TEP) does implement qualifying scores in the future, it will require students to take the MAPP earlier in the program.

7. *Performance assessment based on artifacts in the student's electronic portfolio*. The program has developed an electronic portfolio system that allows students to link performance evidence to program standards. Faculty can access these portfolios on the web, rating and providing feedback on proficiency on the standards. Students have access to this assessment information, which is automatically downloaded into the Teacher Education Information Management System (TEIMS) and becomes a part of the program's system for monitoring individual student performance and program quality.

8. *Formal recommendation for admission from a faculty member in teacher education and from the field experience teacher.* The faculty member evaluating the portfolio and the field experience teacher with whom the candidate worked during ED 301/ED 560 both are required to recommend/not recommend the candidate for admission to education based on their understanding of the candidate’s potential for becoming a teacher.

Table 4. Summary of body of evidence on student performance measures evaluated at Admission to Education. Items in **boldface** are absolute requirements for admission to education. Failing to meet these always result in an automatic denial.

Standard	Multiple Measures	Source of Information	Performance Required
8.9 A Written Expression	1. Completion of English Composition I and II (C or better)	Transcript	C or better in both for admission
	2. <i>MAPP</i> Written Expression Subtest Score	<i>MAPP</i>	Part of <i>Body of Evidence</i> resulting in overall rating at Admission
	3. Ratings of Proficiency by 3 Faculty & Cooperating Teacher	Ratings on Recommendations of Faculty & Cooperating Teacher	Ratings of “2” or better
	4. Evaluation of writing samples in portfolio	Portfolio Writing Samples	Ratings of “2” or better
8.9 B Oral	1. Completion of SPCOM 103	Transcript Review	“B” or better or “C” and passing score on Oral Proficiency Exam
	2. Ratings of Proficiency by 3 Faculty & Cooperating Teacher	Evaluation Form	Ratings of “2” or better
8.9 C Mathematics	1. Completion of Math 109 or Math 109 and Math 156, or Math 121 or higher math required of program ²	Transcript Review	MATH 109 = “B” or better or “C” or better in higher math or “C” or better in two math courses²
	2. <i>MAPP</i> Mathematics Subtest Score	<i>MAPP</i>	Part of <i>Body of Evidence</i> resulting in overall rating at Admission
2.11 Knowledge in Content Area	1. Ratings of Proficiency by Faculty	Evaluation Form	Ratings of “2” or better
	2. Grades in Content Area	Transcript Review	Part of <i>Body of Evidence</i> resulting in overall rating at Admission
	3. <i>MAPP</i> General Score/Area Scores (for Elementary Education Students)	<i>MAPP</i>	Part of <i>Body of Evidence</i> resulting in overall rating at Admission
4.11 General Ed. Knowl	1. Cumulative GPA		Transcript Review 2.60 or higher¹

Standard	Multiple Measures	Source of Information	Performance Required
	2. <i>MAPP</i> General Score/Area Scores	<i>MAPP</i>	Part of <i>Body of Evidence</i> resulting in overall rating at Admission
2.9, 3.3, 6.5, 7.3, 8.7, Performance Benchmarks (Standards Assessment)	<p>Below are the BENCHMARKS for standards at admission to education. Numbers indicate their alignment with the CSU-Pueblo Standards:</p> <p>2.9 Utilizes the Colorado Standards in planning and aligning instruction, including writing of lesson plan objectives in content areas based on standards and benchmarks</p> <p>3.3 Treats all students in an equitable and fair manner, as reported by self and others, and can investigate own personal biases that may limit educational equity for all children and suggests</p> <p>6.5 Utilizes a variety of sources, including professional literature and feedback from instructor and cooperating teacher to grow as a professional</p> <p>7.3 Uses email and online tools to communicate and manage information</p> <p>8.7 Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence</p>	<p>Please see the rubrics used for assessment of standards for the specific information evaluated for each standard.</p> <p>Portfolio Work samples: Management assignment, evaluations by peer and teacher of lessons, evaluation of peer's teaching, videotape of teaching, Field Experience Teacher Evaluation Form, lesson plans, transcripts, recommendations, <i>MAPP</i>, writing samples, reflections, rubric, software evaluations, case study, research paper; examples of discussion boards</p>	Ratings of "2" or better on CSU-Pueblo standards in Goals 1-7 and ratings of "3" or better on Pueblo standards for Goal 8

¹ In all cases, the GPA is based on courses at CSU-Pueblo. GPA for transfer students and post-baccalaureate candidates who have not completed 12 credit hours at the institution is calculated as the cumulative GPA for all courses completed at other institutions. Once a student completes 12 hours at CSU-Pueblo, his/her GPA is calculated as a CSU-Pueblo GPA.

Process of Assessment

Students complete the process of applying to education throughout the semester that they are enrolled in ED 301/ED 560. Early in the semester they submit written documentation of CBI checks, health clearance, recommendations from faculty (which may not be complete until the end of the semester), unofficial transcripts from all attended institutions, and advising information. These are reviewed by office staff who record information in the candidates' files and return the documents to students. At the end of the semester, students resubmit this information along with their electronic portfolio, which they have been completing throughout the term.

Electronic portfolios are located on CSU-Pueblo's intranet and are accessible to students via the web using their own private pin. Web shots from a student's Admissions/Frameworks portfolio are included below. The portfolio requires students to link required materials (such as lesson plans) to specific program standards, to choose among other exhibits that they believe best demonstrate their proficiency for other standards, and to complete written reflections that demonstrate their understanding of the standards, their own strengths and weaknesses, and future goals.

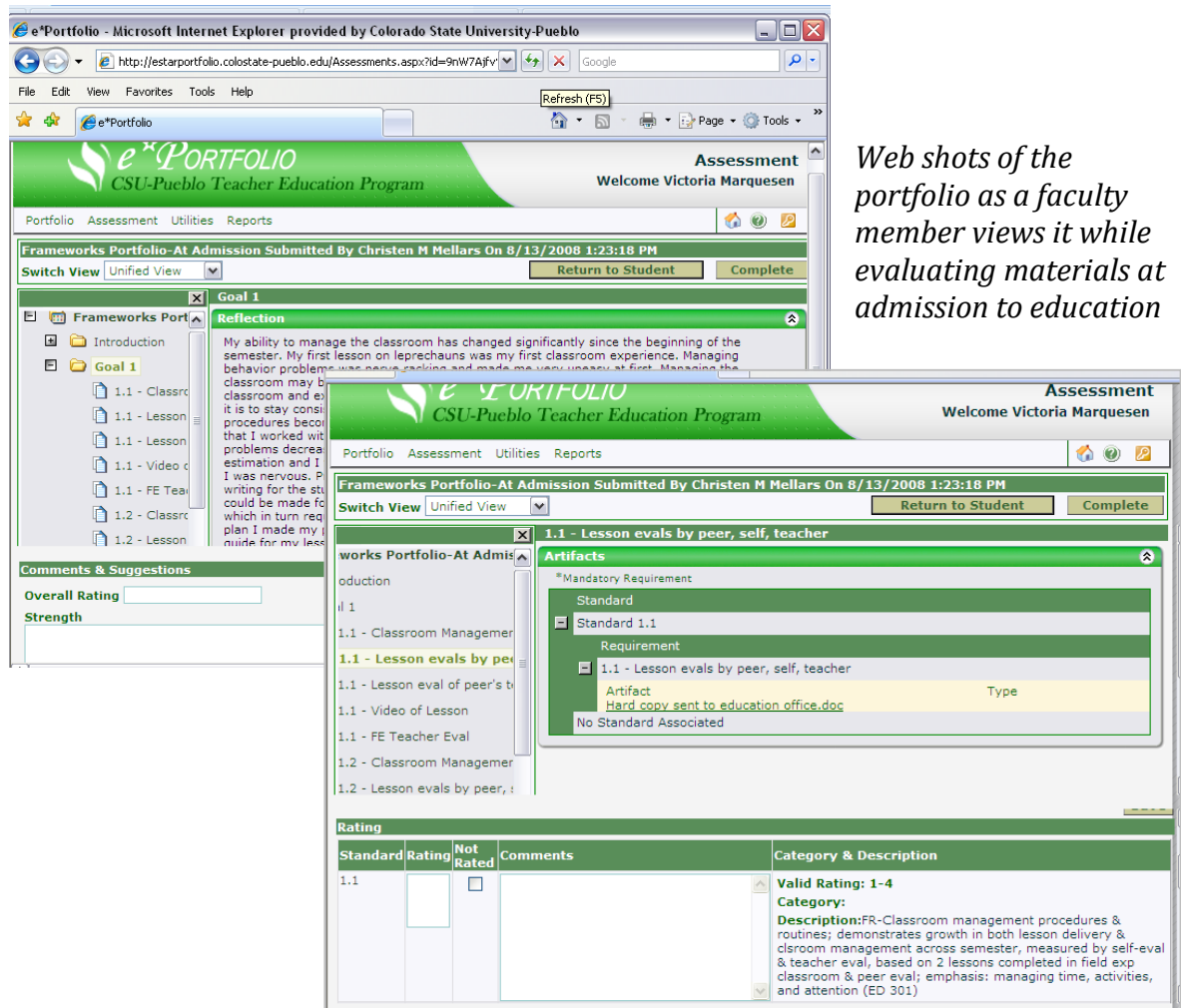
Students may submit the portfolio for review and informal feedback by faculty, but they formally submit it for assessment when they apply for admission. When the portfolio is submitted for assessment, it becomes "frozen" and may not be changed. At this point, another form of the portfolio becomes available to the student. This "Teacher Education Portfolio," which now includes all program standards, not just those evaluated at admission to education, is the portfolio students will continue to build during their remaining time in the program. The system automatically transfers all of the documents in the first (Admissions) portfolio. TEP "freezes" the Admissions portfolio as part of its own assessment process, allowing the program to evaluate "value added" effects of methods courses and student teaching.

Faculty Review

All faculty participate in the admission to education process. At the end of the semester, each TEP faculty member is assigned the assessment materials/applications for four to five candidates and given access to the students' electronic portfolios. Adjunct faculty who have taught and/or evaluated portfolios for the program may also be assigned to evaluate portfolios for students depending on the number of students applying for admission. Faculty evaluate the body of evidence described in Table A1, recording an overall rating for level of proficiency for each teaching standard on a scale of 1-4 and providing written feedback .

This scale is described on the matrices used to assist in evaluating performance, with ratings of "2" indicating "developing" proficiency, the level expected of students beginning their experiences in becoming teachers. However, ratings of "3" or "4" ("proficient" or "advanced") are expected for ratings on dispositions (work ethic, honesty, open mindedness, etc.). Copies of two matrices used by faculty in this process are included in the appendices.

Ratings automatically are downloaded into the data system that TEP has developed and are recorded in the student's electronic "file," becoming accessible as important information on this student and all students admitted to education. This data system (called TEIMS) is described later in this paper.



Web shots of the portfolio as a faculty member views it while evaluating materials at admission to education

Admission Decisions

After reviewing all documents and rating each standard, faculty complete a final recommendation for admission to education. Faculty have three choices: to recommend admission to education, to recommend admission with reservations, and to deny admission to education. CSU-Pueblo does not admit students conditionally to teacher education – each student is either admitted or denied, and students “recommended with reservations” are fully admitted to TEP. Two types of criteria are considered at admission to education. Some criteria are required for admission, and, if not met, always result in denial. These criteria (such as GPA, completion of writing, speech, and math criteria) are highlighted in boldface in Table 4. No student may enroll in further education classes unless these are met. Staff in the TEP office provide faculty with a review of this key information.

Students may also be denied admission based on the work they included (or didn’t include) in their electronic portfolio. Standards focusing on pedagogy, management, or assessment

with ratings below “2” (or “developing”) may result in a student failing to be admitted or may result in a student being admitted with a support plan. Faculty use the following rule in making this decision: if the preponderance of evidence is that a student’s performance is not at a level where she/he can be successful in future methods courses, even with available support, the student would be denied admission. If a faculty member denies admission based on portfolio review, a second review of the portfolio often occurs.

If the faculty member evaluating the portfolio believes that the student has not met a program benchmark for admission but can be successful in future classes with additional support, the student would be admitted with reservations and with the recommendation of a support plan. Support plans, which are generated at a meeting of a faculty member and the student, consist of written goals, action steps, resources to be used, and a date for review. Support plans are stored in the student’s electronic file in the Teacher Education Information Management System (TEIMS). Approximately three to four students are admitted with Support Plans each term. These plans focus on a range of student needs, from oral communication goals, to assertiveness in K-12 field experiences. A majority of plans focus on deficits in writing, in incomplete information in the portfolio (missing information) or in failure in some aspect of lesson planning. At admission to education, these plans are usually developed by the student and the Associate Dean of Education.

Review of Admission to Education Information

The Associate Dean for Teacher Education summarizes data related to admission to education in a standard report with faculty in Teacher Education and with faculty from the arts and sciences on the Teacher Education Board. This review usually occurs once per semester, followed by a discussion of the data and suggestions for program changes or program goals based on faculty discussion. A sample report is included in the appendices to this paper.

2. Ongoing Evaluation

Table 4 summarizes information on the timing of formal monitoring of students’ performance on program standards. Performance is monitored each semester following a student’s admission to education. Field experiences are documented, and at the end of the semester, the classroom teacher completes a formal written evaluation of student performance keyed to program standards related to the specific methods course. Some standards (e.g., teaching dispositions) are evaluating across all field experiences. This information is collected and stored in TEIMS. Student grade points are checked to ensure that the student continues to meet a cumulative GPA of 2.6000. An example of an evaluation is included in the appendices to this paper. These evaluations are available to faculty on their desk tops.

3. Admission to Student Teaching

The application to student teaching is a three-part process in which students first complete a formal application with evidence of 1) subject matter competence (transcripts, recommendation from the major field, passing scores on licensure exams) and 2) successful completion of early field experiences. In a second step, this information is summarized and then reviewed by the entire teacher education faculty, who conditionally approve (or deny) the application and make suggestions for any support they believe needed for the student to be successful during student teaching. In the third step, at the end of the semester, applicants submit their updated portfolio for review. The portfolio includes the students' scores on the state licensure content exam, curriculum exhibits (e.g., unit plans, video teaching episodes), field experience teacher evaluations, content faculty recommendations, and self-assessments that provide evidence for performance on program standards. Also included with evidence for each goal area is an evaluation on program standards completed by the applicant.

A description of the admission to student teaching process is included in the *CSU-Pueblo Teacher Education Handbook* and online on the Teacher Education web site <https://www.csupueblo.edu/teacher-education-program/doc/forms-and-documents/teacher-education-handbook.pdf>. Faculty who will supervise the applicant during student teaching review this portfolio prior to the beginning of student teaching, and formally meet with the student teacher and review the portfolio immediately before student teaching begins. The formal rating of 1-3 standards is completed, shared with the student teacher, and submitted to the Teacher Education Program (NOTE: this activity, in addition to its primary purpose of supporting the student teacher, provides “value-added” information to the program, part of its body of evidence for assessing program effectiveness). Table 5 summarizes the measures and tools used to assess students' readiness for student teaching.

Table 5. Summary of body of evidence on outcome measures evaluated at Admission to Student Teaching related to the Education Minor.

Area	Multiple Measures	Source of Information	Level of Performance Required
2.11 Knowledge in Content Area	1. Completion of all program requirements, including courses in the major	Transcript Review; Advising Forms	Grade of “C” or better in all courses
	2. Grades in Content Area	Transcript Review	2.50 or higher
	3. <i>PLACE</i> or <i>PRAXIS</i> Exam	<i>PLACE/PRAXIS</i>	Passing Score

2.11 General Education Knowledge	1. Completion of <u>all</u> program requirements, including courses in the major	Transcript Review	Grade of "C" or better in all courses
	1. Cumulative GPA	<i>Transcript Review</i>	Cumulative GPA of 2.60 or better
	2. Recommendation of faculty in major program	Advising Form	Signature on Advising Form
Performance Standards	Submission of the portfolio demonstrating that the student meets benchmarks for performance on program standards	Portfolio Work samples: Management assignment, evaluations by peer and teacher of lessons, evaluation of peer's teaching, videotape of teaching, field experience teacher evaluations, lesson plans, transcripts, recommendations, <i>MAPP</i> , writing samples, reflections, rubric, technology applications, etc.	Ratings of "2" or better; "3" or better on CSU-P standards in Goal 8

4. Program Completion/Student Teaching

The cooperating teacher and university supervisor continually evaluate student teacher performance throughout the student teaching experience. The cooperating teacher completes four formal written evaluations focusing on standards related to lesson planning, delivery, and assessment, which are used primarily for formative feedback to the student teacher and are not officially recorded by the program. Two are completed before midterm and two after midterm. However, these do become part of the body of evidence that supervisors use these in evaluating performance on the performance standards. The university supervisor completes four written evaluations, and, together with the student and cooperating teacher, complete a midterm and a final evaluation that address each standard. The midterm evaluation is submitted with other evaluations to the Director of Student Teaching and Experiential Programming, with a copy shared with the student. The purpose of the midterm evaluation is to provide feedback on strengths and (especially) on identified challenges that need to be addressed before completion of student teaching. At that point in the student teaching semester, any standards on which the student is not making adequate progress are discussed, and support plans developed to ensure the student teacher meets proficiency before program completion.

On the final summative evaluation (the *Final Inventory*), the supervisor (again, with collaboration) records a rating (1-4) for each standard and writes a brief description of the nature of the student's performance that resulted in the rating. In developing the final evaluation, Supervisors consider their own direct observation of teaching skills, as well as written and video materials in the student's teaching portfolio. In the portfolio are a variety of exhibits, including the Teacher Work Sample.

At the completion of student teaching, student teachers also complete their own self-evaluation of their performance across program standards, as well as an evaluation of the quality of the teacher education program at CSU – Pueblo, an assessment of the quality of student teaching process, and an assessment of the quality of supervision by the cooperating teacher and university supervisor.

The rubrics that assist faculty in evaluating the student teacher’s ability to apply content knowledge are included on the program web site; two are included as examples in the Appendices to the report. In addition, at the completion of student teaching, each student teacher completes a self-evaluation rating their performance on the program standards; this tool also asks questions about the student teacher’s evaluation of key aspects of the teaching program (advising, quality of classes, etc.).

5. Follow-up Assessments

At the end of the graduate’s first year of teaching, the teacher education program conducts a survey, requesting feedback from each graduate about his/her performance during their first year of teaching and about the quality of his/her preparation at CSU – Pueblo. A similar survey is sent to each graduate’s supervisor (building principal), requesting information about teaching performance. A copy of these surveys is included in the appendices to the report.

Component III: Major Evaluation Tools Used in Assessment and Evaluation

Table 6 summarizes the data concerning the measures and tools used in assessment and evaluation of students in the Education Minor and the timing and strategies used to analyze data gathered by the program. In order to reliably assess students’ performance and monitor program quality, the Teacher Education Program (TEP) has developed a number of evaluation tools to evaluate the outcomes of the Education Program. These include:

- Course-based rubrics, checklists, and assessments used to assess student progress in meeting benchmarks in courses. Some tools, such as a lesson plan components/ checklist, are used with minor modifications by faculty across all methods courses.
- Field experience evaluation forms, completed electronically by field teachers in early field experiences. Feedback from these forms, linked to program standards, provide ongoing information on students’ ability to apply key knowledge in classroom settings.
- Electronic portfolio evaluation tools, used by students and university faculty at admission to education. An example of a completed portfolio evaluation is included in Appendix E to this report.

- *The Colorado State University - Pueblo Student Performance Inventory*, which was developed after a review of the literature related to teacher performance on program standards. The *Performance Inventory* is a tool to assist faculty in evaluating student proficiency on program standards at the three transition points in the program (admission to education, admission to student teaching, and program completion) and serves as a more general guide in program development and assessment.
- An electronic inventory of student performance completed by the university supervisor in collaboration with the student and cooperating teacher during student teaching that documents the student teacher's performance on all standards at the completion of student teaching (the *Final Inventory*).
- A survey evaluating performance on program standards and satisfaction with the teaching program and their student teaching experience that is completed by program completers at the end of student teaching.
- Surveys evaluating performance on program standards and satisfaction with the teaching program, to be completed by both program graduates as well as their supervisors/principals at the end of the first year of teaching.

The *Performance Inventory* is a set of rubrics for each program standard. These include the dimensions and criteria for student performance at four different levels: basic, developing, proficient, and advanced. In developing these descriptions, faculty used the following criteria, developed by the Colorado Department of Education:

1. = *Basic/Needs Improvement*: has only basic understanding and/or minimal or poor application. This level is not acceptable for students in any methods classes in teacher education.
2. = *Developing*: is developing knowledge and skills; is able to begin to demonstrate the skill with assistance. This is an acceptable level of performance for well-prepared students in methods courses.
3. = *Proficient*: has achieved the same level of proficiency as well-prepared first year teachers, i.e., independent application of the skill.
4. = *Advanced/Highly Proficient*: knowledge and skills are comprehensive and performance exceeds expectations for well-prepared beginning teachers.

Included with a rubric for each standard is information to assist in observing, reviewing, and evaluating student performance at the three important program transition points: admission to education, admission to student teaching, and program completion. These procedures describe the types of materials, exhibits, and activities to be reviewed and evaluated in assessing student performance, as well as the knowledge base that informed development of dimensions and criteria. Examples of the *Inventory* for several standards recently revised by the program are included in Appendices to the *Self Study*. The complete

Inventory is accessible on the program’s website (<https://www.csupueblo.edu/teacher-education-program/goals-and-standards.html>). These tools also are included in the Reference Library of students’ eportfolios.

Table 6. Summary of Information available on CSU-Pueblo preservice students and timing of assessment

Measures & Tools	Data Analysis	Timing of Assessment
MAPP scores	<ul style="list-style-type: none"> • Comparisons with national groups • Comparisons with non-teaching students at CSU-Pueblo • Profiles of cohort groups at admission, disaggregated by demographic characteristics (level, gender, ethnicity) • Comparisons with students in other majors • Comparisons of strengths/weaknesses in various subareas (Natural Sciences, Social Sciences, Humanities, Writing, Math, Reading, Critical Thinking) 	<ul style="list-style-type: none"> • Admission to Education
GPA Data <ul style="list-style-type: none"> • Cumulative GPA • GPAs in major • GPAs in methods/ pedagogy classes 	<ul style="list-style-type: none"> • Profiles of cohort groups at admission, disaggregated by demographic characteristics (level, gender, ethnicity) • Comparisons with students in other majors • Comparisons with non-teaching majors (done once every 5 years) 	<ul style="list-style-type: none"> • Admission to Education • Admission to Student Teaching • Admission to Student Teaching
Faculty recommendations	<ul style="list-style-type: none"> • Profiles of cohort groups disaggregated by demographic characteristics • Comparisons with students in other majors 	<ul style="list-style-type: none"> • Admission to Education
Performance rating data by field experience teachers	<ul style="list-style-type: none"> • Component of summative portfolio evaluation at admission to education and program completion • Reviewed by faculty/instructors at end of each semester (individual student review) • Reviewed at admission to student teaching (individual student review) • Reviewed by student teacher supervisor at beginning to student teaching (individual student review) 	<ul style="list-style-type: none"> • Admission to Education • End of Each Semester • Admission to Student Teaching • Program completion

Measures & Tools	Data Analysis	Timing of Assessment
Licensure test scores (PLACE/Praxis II)	<ul style="list-style-type: none"> • First time and overall pass rates by year in which test was taken and by cohort groups • Trends in performance over time by cohort (student teaching) groups • Comparisons of strengths/weaknesses in various subareas of tests • Data disaggregated for ethnicity, gender • Results of test preparation activities on pass rates (% passing who participated in workshop, study groups, and no participation) 	<ul style="list-style-type: none"> • Admission to Student Teaching
Eportfolio exhibits	<ul style="list-style-type: none"> • Teaching exhibits (lesson plans, video clips of teaching, student data, unit plans, etc.) are reviewed by faculty using department rubrics, with performance rated on a 1-4 scale 	<ul style="list-style-type: none"> • Admission to Education • Admission to Student Teaching • Program completion
Teacher work samples	<ul style="list-style-type: none"> • Component in final evaluation and rating of standards/outcomes (is placed in the eportfolio, with contents aligned with specific standards) 	<ul style="list-style-type: none"> • Program completion
Faculty ratings of Portfolio and TEIMS data (writing samples, recommendations, field experience teacher evaluations, eportfolio exhibits)	<ul style="list-style-type: none"> • Final Inventory assessments by university supervisors/cooperating teachers of student teacher performance • Average ratings for individual standards/outcomes and goal areas of cohort groups disaggregated by demographic characteristics • Analysis of strengths and weaknesses of ratings on individual standards/outcomes (highest, lowest rated, variance) • Comparisons with students in other majors 	<ul style="list-style-type: none"> • Admission to Education • Admission to Student Teaching • Program completion
Ratings by graduates	<ul style="list-style-type: none"> • Profiles of cohort groups disaggregated by demographic characteristics • Comparisons with students in other majors 	<ul style="list-style-type: none"> • Program completion • One Year after teaching
Ratings by supervisors of graduates after one year of teaching	<ul style="list-style-type: none"> • Profiles of cohort groups disaggregated by demographic characteristics • Comparisons with students in other majors 	<ul style="list-style-type: none"> • One Year after teaching
Student Demographic Information	<ul style="list-style-type: none"> • Number of students admitted to education, last five years • Number of students admitted, disaggregated by teaching area • Number of students admitted, disaggregated by teaching area, ethnicity, gender, and level at admission 	<ul style="list-style-type: none"> • Admission to Education

Measures & Tools	Data Analysis	Timing of Assessment
Student Retention Information	<ul style="list-style-type: none"> • Retention of students disaggregated by teaching area • Retention of students disaggregated by ethnicity, gender, and level • Data on reasons for non-retention • Data on students removed from the program 	<ul style="list-style-type: none"> • Yearly
Placement Data on Graduates	<ul style="list-style-type: none"> • Placement data on graduates, disaggregated by teaching area and completion date • Data on program completers becoming licensed in Colorado • Retention data on graduates employed in teaching 	<ul style="list-style-type: none"> • Yearly
Student Satisfaction & Program Quality Data	<ul style="list-style-type: none"> • Average ratings of satisfaction and program quality of major, advising, and teacher education program by program completers at end of student teaching • Average ratings of satisfaction and program quality of major, advising, and teacher education program by first year teachers • Course satisfaction/end of term evaluations by students for each course 	<ul style="list-style-type: none"> • End of Student Teaching • End of first year of teaching • Each semester

Standard Reports

The program uses a variety of reports to monitor its own success and to identify and implement program changes. This information is shared annually with teacher education faculty, with faculty serving on CSU – Pueblo’s Teacher Education Board, and with the CSU – Pueblo administration. These data also serve as a basis for developing yearly program goals and monitoring progress. The following are examples of reports generated with program assessment information. Samples of these reports are included in the appendices to this report:

- Profile reports on students admitted to teacher education, including cumulative GPA, basic skills assessments (scores on the *MAPP*), writing assessments (grades in English composition classes, faculty recommendations, and assessment of writing in the portfolio), performance on benchmarks for specific program performance standards (portfolio evaluation and ratings of field experience teacher), and teaching dispositions (faculty recommendations, ratings of field experience teacher).
- State licensure score results by program and by cohort group admitting to teacher education.
- Overall status of groups of students admitted to student teaching, including profiles of overall GPA’s and GPA’s in the major field, performance on benchmarks for

specific program performance standards (portfolio evaluation, ratings of field experience teachers, ratings of faculty), and teaching dispositions (faculty recommendations, ratings of field experience teacher).

- Performance on specific program standards/benchmarks for student teachers at program completion (portfolio evaluation, ratings of cooperating teacher and university supervisor, self-evaluation), as well as ratings of teaching dispositions (ratings of cooperating teacher and university supervisor, self-evaluation).
- Profile of an individual student's progress for each standard throughout the program, culminating with the electronic inventory ratings and description of performance leading to the rating for each standard. Faculty and/or students can request this profile of an individual's progress at any time.
- Specific questions of interest to the faculty, e.g., stability of performance across the program for students with specific profiles; the effectiveness of program interventions, referral patterns, and comparisons of program success for specific groups of students.

Additional reports generated by TEIMS include an annual CCHE/SURDS report of individual student progress, in which information (e.g., GPA, test scores, cumulative hours, status in program) is summarized for each semester the student is enrolled in the program. Other examples include the federal Title II report card data, information on licensure test scores reported to CCHE as part of the university's Performance Contract, and data required as part of federal reporting requirements for federal teacher education grants.

Component IV: Documenting and Monitoring Student Performance

CSU-Pueblo's assessment system is a comprehensive, integrated system that could not be possible without the program's electronic student data management system (called TEIMS – Teacher Education Information Management System). TEIMS has been developed over the last six years to assist teacher education with documenting and storing student data and interacts closely with the university AIS system, importing term data on a regular basis, and sharing data that supports university needs. The system, unique in teacher education, consists of a database comprised of three major components:

- Student demographic and progress monitoring – demographic information, student grades, test scores, and standards monitoring data (portfolio assessment data, field experience teacher evaluations);
- Field experience component – placement information and documentation of field experience hours; and
- Student advisement file – documents counseling, support, and intervention activities.

These components are also linked to the student's electronic portfolio, which includes much of the documentation reviewed by faculty at transition evaluation points. In addition, program reporting and research activities are other important TEIMS functions. The system is programmed to prepare key reports frequently used by faculty and administration. In addition, TEIMS allows users to query the databases, providing information organized to answer diverse assessment questions.

Table 7 outlines the various student data collected in TEIMS, timing for data collection, and some of the major reports generated with these data. Data from field experience evaluations are routinely collected at the end of each grading period or semester, as well as at the three in-depth assessment periods (admission to education, admission to student teaching, and program completion).

Four grants have aided in the development of the system. A Title II Teacher Quality Enhancement Grant from the U.S. Department of Education (DOE) funded the initial design of the system, providing resources during Year 1 of the program. Another DOE program, the Preparing Tomorrow's Teachers for Technology (PT³) grant provided additional monies to plan an electronic data management system and student portfolio system. Finally, two DOE Transition to Teaching grants have funded further development of the new electronic database, web-based evaluations, and revisions in the portfolio that allow the program to monitor and continuously improve student performance and program quality.

Table 7. Overview Of The CSU-Pueblo Teacher Education Information Management System (TEIMS)

Fields/Data Required	TEIMS Data Source	Timing of Data Collection							Reports Generated							
		Initial TEP Course	Admission to TEP	@Term/Ongoing	Admit to St. Teach.	Program Completion	Spring Semester Only	Fall Only	Admission to TEP	CCHE Teacher Education File	Admit to St. Teach.	CO Quality Indicator System	Program Completion	Title II R. Card	Grant Reporting	Program Evaluation
Demographic Data	CSU-Pueblo Administrative Information System (AIS) ¹							Grads	Grads							
Student Name	AIS															
Student ID	AIS															
Address	AIS							Grads	Grads							
Phone	AIS															
Date of Birth	AIS															
Gender	AIS															
Race/Ethnicity	AIS															
E-mail Address	Student															
Student Teaching Placement	School															
Job Placement	Student															
Demographic Admission Data	CCHE Teacher Education File (SURDS)															
Licensure Area (e.g., Elementary Ed.)	CCHE SURDS															
Program (Major, e.g., History)	CCHE SURDS															
Program Status (e.g., Admitted, denied)	CCHE SURDS															
Program Type Indicator	CCHE Enrollment File (EF)/AIS															
Program Type (e.g., UG, Post-Baccal.)	CCHE EF/AIS															
Student Level (based on # of credits completed)	CCHE EF/AIS															
Registration Status (e.g., Transfer, continuing)	CCHE EF/AIS															
Degree Prior to Enrollment	CCHE SURDS /AIS															
Cumulative Hrs. at Admission to CSU-Pueblo	CCHE Student Applicant File (SAF)/AIS/Student ²															

Fields/Data Required

TEIMS
Data Source

Timing of Data Collection

Reports Generated

		Initial TEP Course	Admission to TEP	@Term/Ongoing	Admit to St. Teach.	Program Completion	Spring Semester Only	Fall Only	Admission to TEP	CCHE Teacher Education File	Admit to St. Teach.	CO Quality Indicator System	Program Completion	Title II R. Card	Grant Reporting	Program Evaluation
Cumulative GPA at Admission	CCHE SAF/AIS/Student ²															
Cumulative GPA (Term)	CCHE EF/AIS															
Cumulative GPA in Major	AIS/Transcript															
Tuition Classification (resident, non-resident)	CCHE EF / AIS															
Formal Tests																
PLACE Scores (Exam Date, # Pass, total scores, area scores)	National Evaluation Services (NES)															
MAPP (Total, sub-scores) (Educational Testing Service [ETS])	ETS, Faculty															
PRAXIS Scores (Exam Date, # Pass, total scores, area scores)	ETS															
Standards Monitoring																
Faculty Recommendations	Faculty Evaluations ³															
Field Experience Teacher Evaluation at Admission to Program	Faculty Evaluations ³															
Faculty Evaluation of Portfolio at Admission to Program	Faculty Evaluations ³															
Field Experience Teacher Evaluations	Faculty Evaluations ³															
Ratings of Standards Met In Courses	Faculty Evaluations ³															
Student Teacher Inventory	Faculty Evaluations ³															
Student Surveys																
Course Evaluations (end of course)	University Form															
Program Completion Evaluation	Student Form															
Field Experiences																
Placement (School, Grade, Teacher)	Program Forms															
Beginning/Completion Dates	School Form															

Fields/Data Required

TEIMS
Data Source

Timing of Data Collection

Reports Generated

		Initial TEP Course	Admission to TEP	@Term/Ongoing	Admit to St. Teach.	Program Completion	Spring Semester Only	Fall Only	Admission to TEP	CHE Teacher Education File	Admit to St. Teach.	CO Quality Indicator System	Program Completion	Title II R. Card	Grant Reporting	Program Evaluation
Permission Slip/Principal Signature	School Form															
Hours Completed	School Form															
Advising/Student Support																
No. of contacts per semester; nature of contact (e.g., course scheduling)	Faculty input directly into TEIMS															
Advising Sheet Update	Input directly into TEIMS															
Long Term Plan Update	Input directly into TEIMS															
Number of advisees per faculty member	Input directly into TEIMS															
Support Plans / Update	Input directly into TEIMS															
Recruitment/Retention																
Students in TEA (Total Number, TEP Status)	Sponsors' Form															
Students in Summer Academies (Total Number, TEP Status)	Staff Form; Survey or AIS															
Scholarship Students (TEP status)	AIS, survey															
Graduates' Data																
First Year Survey of Graduates	Graduation Form															
First Year Survey of Supervisor	Supervisor Form															
Placement & Update for 3 yrs.	Survey of HR Offices															
Number Participating in Induction Activities	Attendance Rosters															
Survey Satisfaction with Activities	Survey of Participants															
Survey of Needs of First Year Teachers	Teachers' Forms															

¹The University's AIS/Administrative Information System is a database of demographic information, including the student's transcript. ²Information collected in the CCHE file from documents provided by the student (e.g., transcripts from another institution). ³Ratings and narrative comments are recorded on the web and downloaded into TEIMS.

Teacher Education's Quality Control System

The Teacher Education Program also maintains a Quality Control System as part of its ongoing requirements for TEAC national accreditation. The system requires screening of specific program measures by faculty once a year to determine whether major aspects related to program quality are being maintained. These include

- Random identification of a number of students who were program completers (2 per faculty).
- Thorough audit trail or check of the student's file and all other records to determine whether procedures were adhered to, including
 - Admission to education evaluation, admission criteria, accurate recording of all information.
 - Retention in education criteria.
 - Admission to student teaching evaluation, admission criteria, and accurate recording of all information.
 - Program completion criteria, including accurate recording of all information
- Check of the portfolio evaluation by faculty at admission to education. (Were all standards evaluated?) Faculty also make comments on the quality of the evaluation.
- Check of advising information (advising sheets updates, accuracy in any course substitutions/documentation of auditing or completion of requirements, presence of a long term plan).
- Check of the *Final Inventory* to be completed at the end of student teaching (when all standards are evaluated). Faculty also make comments on the quality of the evaluation.
- Check of records of employment in TEIMS.
- Check of advising records. (Is there one each semester? Is there a long term plan? Is there a grade or appropriate and approved course substitution for each required course?)
- A check of the quality of courses (i.e., course evaluations by students of courses completed by the student in teacher education at CSU-Pueblo) and adequacy of faculty credentials. These two checks are completed by Dr. Marquesen and office personnel.
- A check of any support plans. (If so, were goals met?)

Results of the audits are reviewed by faculty as a group, with suggestions made for improvement. In all three reviews conducted by faculty, they found consistent adherence to policies for admission and program completion, including recording of documentation. Checks of "course quality" and faculty competence have also been consistently positive. Inconsistencies identified, which have resulted in improvements in program quality have included:

- Inconsistencies among some faculty in education in recording advising and counseling.
- Failure to submit *Final Inventories* at program completion. Though rare, they did occur. The program now has a double check policy, with the Director of Student Teaching and

Experiential Programming checking at the end of the semester and the Associate Dean checking after the semester at the beginning of the next semester.

- Quality of the *Final Inventory* has been inconsistent among some Supervisors. Improvements in the rubrics and tools for assessing performance now provide examples of narratives, and the Associate Dean is reviewing these as part of the Annual Performance Review process for faculty.
- Support Plans have not always been updated in a timely manner. The Associate Dean is now running a standard report updating all information at the end of each semester.

Appendices

Appendix A Colorado Department of Education Content Standards for Elementary Education
And the alignment of course and course activities with each standard

Appendix B Colorado Commission on Higher Education Teacher Education Policy

Appendix C A matrix demonstrating the alignment of courses with the Colorado
Standards is included in the Appendices to this documents.

Appendix D Two examples of rubrics used by faculty in evaluation of program
standards/outcomes

Appendix E A description of the requirements for the portfolio is included in *the CSU-Pueblo
Teacher Education Handbook*

Appendix F Examples of Assessment forms (Sample field experience evaluation,
faculty recommendation, first year teacher evaluation, supervisor
evaluation)

Appendix G Samples of standard reports used to review student learning at admission to
education, state licensure data, performance standard/outcome data for program
completers)

Appendix A

CDE Standards for Elementary Education

Elementary Education.

To be endorsed in elementary education, an applicant shall have completed a bachelor’s degree or higher from a four-year accepted institution of higher education; an approved teacher preparation program in elementary education; and have demonstrated the competencies specified below.

Elementary Education.	Required Tasks	Demonstration(s) of Proficiency (What evidence will the candidate provide to demonstrate proficiency?)	
8.02 (1) the elementary educator is knowledgeable about curriculum development and instruction, and is able to:			
8.02(1)(a)	<p>Design and implement an integrated curriculum based upon content standards, including but not limited to: language arts, e.g., reading, writing, speaking, and listening; science, mathematics; social studies; the arts and humanities; health; physical education; and technology.</p>	<p style="text-align: center;"><i>Language Arts</i></p> <p>ENG 101 English Composition I (reading, writing essays, research, exams) ENG 102 English Composition II (Research, reading, essays, formatting, exams) ENG 130 Intro to Literature (unit test, formal writing reaction papers, quizzes, final exam) ENG 351 Children’s Literature (evaluating genre, preparing projects on different genres, presentations, quizzes) ENG 303 Adv.Comp, Rhetoric, & Grammar (response papers, grammar & rhetorical exercises, quiz, midterm, final, participation) ENG 300/400 Upper Division Literature Course (reading, writing, quizzes, exams, term projects) SpCom 103 Speaking and Listening (readings, writings, presentations, discussions, critiquing, listening, research) RDG 410 Teaching Reading & Language Arts (student reading assessments, lesson plans reflecting the 5 components of reading, submission of standard 2 from CSU-Pueblo to e-portfolio, field experience evaluations, midterm exam, final exam)</p> <p style="text-align: center;"><i>Science</i></p> <p>BIO 100/L Principles of Biology and Lab (readings, lecture/discussion, exams, problem sets, poster session) Phys 150/Chem 150 El Concepts in Physics and Chemistry (readings, lecture, demonstration, labs, projects, exams, presentation delivering science concepts through the integration of Physics and Chemistry)</p> <p style="text-align: center;"><i>Mathematics</i></p>	<p><i>Proficiency Prior to Student Teaching</i></p> <p><u>Knowledgeable About:</u> Class exams and other assessments; GPA, faculty recommendations, and score on Praxis exam</p> <p><i>Final Proficiency/ Application in Instruction (St. Teaching)**</i> Portfolio with examples of lesson plans, Teacher Work Sample (TWS) lesson plans and student work, written observations and ratings from cooperating teachers and university supervisor, videos of teaching</p>

		<p>Math 156 Intro to Statistics (case study exams, technology checks, problem sets) Math 360 Elementary Concepts of Math I (exams, problem sets, quizzes, group work, reading, journal writing) Math 361 Elementary Concepts of Math II (problem sets, readings, writings, problem solving, computational strategies, geometry dictionary, measurement manual) Math Problem Solving for Elem Teachers (diverse strategies for solving problems in integrated settings, review of state test materials, readings, journal reflections)</p> <p style="text-align: center;">Social Studies</p> <p>GEOG 103 World Regional Geography (discussions, lectures, research, projects on regions showing demographics, economics, agricultural, physical, cultural and population characteristics) HIST 101 World Civilization to 1100, HIST 102 World Civilization to 1100-1800, HIST 103 World Civilization since 1800 (reading, lecture, discussion, worksheets, journaling, quizzes, exams, essays) HIST 201 US History I (readings, lectures, discussion, exams, essays)</p> <p style="text-align: center;"><u>Or</u></p> <p>POLSC 101 American National Politics (reading, lecture, discussion, worksheets, journaling, quizzes, exams, essays, reflections on current events) PSYCH 151 Human Development (research paper, reading, exams, reflections, discussions, action research) PSYCH 342 Educational Psychology (research paper, reading, exams, reflections, discussions, action research)</p> <p style="text-align: center;">Arts and Humanities</p> <p>2 of the following: Art 100 Visual Dynamics (viewing, discussions, reading, visual analysis, exams) Mus 118 Music Appreciation (listening, discussions, reading, aural analysis, exams) TH 111 Theatre Appreciation (critiquing, reading, discussions, comparison papers, quizzes, exams)</p> <p style="text-align: center;">Health</p> <p>ED 414 Teaching Science & Health (Elementary) (3 lesson plans, field experience evaluations, science E-notebook, science project)</p> <p style="text-align: center;">PE</p> <p>ED 380 Integrated Methods (mini-teacher work sample composed of 5 integrated lesson plans, contextual analysis, field experience evaluations, final exam)</p>	
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		<p style="text-align: center;">Technology</p> <p>ED 280 Educational Media & Technology (group project, develop a WebQuest, multiple projects using programs such as, moviemaker, PowerPoint, and Inspiration, online discussions)</p> <p style="text-align: center;">Education</p> <p>ED 301 Frameworks of Teaching (portfolio reflections, lesson plans, describe different forms of assessment, field experience evaluations, rubric, classroom management plan)</p> <p>ED 412 Teaching Diverse Learners (journal, quizzes, field experience evaluations, lesson plans, teaching video, submission of standard 3 from CSU-Pueblo to e-portfolio, IEP report, exams)</p> <p>ED 413 Teaching Social Studies (Elementary) (standards-based lesson plans, Write to Learn assignments, Interdisciplinary Unit, field experience evaluations)</p> <p>ED 417 Mathematics Curriculum and Instruction (math autobiography, field experience evaluations, bulletin board and team presentations, research log, online discussions, lesson plans, changes in thinking paper)</p> <p>ED 485 Capstone Seminar (case studies, participation, collaboration, self-evaluation, TWS conceptual analysis, reflections, research log)</p>	
8.02(1)(b)	identify and articulate aspects of cross-cultural communication included within one's own culture, as well as, the culture(s) and the language(s) of the students.	<p>Art 300/400 Activity file, VA Unit, Field Experience logs, lessons, evals, Lesson plans</p>	<u>Knowledgeable About:</u> Within Class exams and requirements; recommendations of faculty
8.02 (2) The elementary educator is knowledgeable about child development, as applicable to learning, and is able to:			
8.02(2)(a)	Incorporate documented and proven theories of child development and learning, as appropriate for all learners, including, but not limited to exceptional and linguistically diverse learners.	<p>ED 301 Frameworks of Teaching Students create 3 lesson plans (Direct, Inquiry & Cooperative) include a variety of teaching strategies for a wide range of diverse learners.</p> <p>ED 202 Foundations of Education Case Study involving diverse learners</p> <p>ED 380 Integrated Methods Students create an integrated unit that includes an assessment table outlining different instructional strategies for each lesson assessment as well as pre and post assessments</p> <p>ED 412 Teaching Diverse Learners Modeling with case-in-point and live case-based teaching strategies</p> <p>ED 413 Teaching Social Studies (Elementary)</p>	<p><u>Knowledgeable About:</u> Within Class exams and requirements; GPA, recommendations of faculty, score on Praxis exam</p> <p><i>Final Proficiency/Application in Instruction (St. Teaching)**</i> Portfolio with examples</p>

		<p>Make accommodations for individual learners in each lesson plan in class and unit plans</p> <p>ED 417 Mathematics Curriculum and Instruction</p> <ul style="list-style-type: none"> • Readings on Mathematics Instruction • Online Discussions on Instructional Strategies • Lesson Plan and Presentation which must include the 5 process standards and must be a cooperative learning lesson • Interactive Math Center which must be developed to meet the concrete, connecting, symbolic, and abstract levels • Math Game which must include problem solving • Changes in Thinking where multiple lesson types, investigative, inquiry, diagnostic, etc. are to be discussed 	<p>of lesson plans, Teacher Work Sample (TWS) lesson plans and student work, written observations and ratings from cooperating teachers and university supervisor, videos of teaching</p>
8.02(2)(b)	<p>Plan and implement differentiated instructional strategies that address a wide variety of learning styles; stages of individual development; personal traits and interests; language diversity; exceptionality.</p>	<p>ED 414 Teaching Science & Health (Elementary)</p> <ul style="list-style-type: none"> • Readings on Science Instruction • Online Discussions on Instructional Strategies • Lesson Plan and Presentation which must be inquiry based • Project Wild activities • Child's Portfolio where students analyze teaching strategies in order to make appropriate suggestions for future instruction <p>ED 417 Mathematics Curriculum and Instruction</p> <ul style="list-style-type: none"> • Readings on Mathematics Instruction • Online Discussions on Instructional Strategies • Lesson Plan and Presentation which must include the 5 process standards and must be a cooperative learning lesson • Math Game which must include problem solving • Changes in Thinking where multiple lesson types, investigative, inquiry, diagnostic, etc. are to be discussed • Interactive Math Center which must be developed to meet the concrete, connecting, symbolic, and abstract levels <p>ED 485 Capstone Seminar in Education Case Study and Action Plan</p> <p>RDG 410 Teaching Reading & Language Arts</p> <ul style="list-style-type: none"> • Make accommodations for individual learners in each lesson plan in class and unit plans 	<p>See 8.02(2)(a)</p>
8.02(2)(c)	<p>Recognize and display respect for family, culture, economic, and societal influences that</p>	<p>ED 301 Frameworks of Teaching Students create three lesson plans that include strategies for a wide range of diverse learners</p>	<p>See 8.02(2)(a)</p>

	<p>affect students' learning and academic progress, and draw upon their strengths and experiences, in planning instruction.</p>	<p>ED 380 Integrated Methods Students create an integrated unit that includes an assessment table outlining different instructional strategies for each lesson assessment as well as pre and post assessments</p> <p>ED 412 Teaching Diverse Learners Course readings, case based teaching and discussion, film</p> <p>ED 413 Teaching Social Studies (Elementary) Make accommodations for individual learners in each lesson plan in class and unit plans</p> <p>ED 414 Teaching Science & Health (Elementary)</p> <ul style="list-style-type: none"> • Readings on Equity and Diversity • Online Discussions on Equity and Diversity • Lesson Plan and Presentation must include a component on strategies for meeting all learners; strategies must be research supported and address how they know the strategy meets the need • Multiple class activities on Equitable Instruction <p>ED 417 Mathematics Curriculum and Instruction</p> <ul style="list-style-type: none"> • Readings on Equity and Diversity • Online Discussions on Equity and Diversity • Lesson Plan and Presentation must include a component on strategies for meeting all learners; strategies must be research supported and address how they know the strategy meets the need • Changes in Thinking section on equity • Multiple class activities on Equitable Instruction <p>ED 485 Capstone Seminar in Education Case Study 2 Action Plan</p> <p>RDG 410 Teaching Reading & Language Arts The results of the ten language arts assessments are used to determine the reading levels of each child and the kind of remediation (if any) that is needed for each child</p>	
<p>8.02(2)(d)</p>	<p>Effectively articulate the elements of and rationale for the instructional program to students, parents, and other professionals.</p>	<p>ED 414, 412, 413, 417, RDG 435, ED380, ED485 (letter to parents, portfolio evidence, collection of data from parents, review state report cards, contextual analysis for TWS)</p>	<p>See 8.02(2)(a)</p>
<p>8.02 (3) The elementary educator is knowledgeable about classroom environment, and is able to:</p>			

<p>8.02(3)(a)</p>	<p>Provide a safe and engaging learning environment, responsive to individual learner needs and student choices and interests.</p>	<p>Psych 465 Behavior Modification (readings, discussions, research on behaviorist strategies) EXHP 162/L Personal Health and Lab (behavior change paper, current event health issue and response) EXHP 201 Drugs & Healthy Lifestyle (behavior change paper, current event health issue and response, research) EXHP 232 First Aid (first aid certification, CPR) EXHP 382 Lifestyle Disease Risk Reduction (readings, discussions, research, projects) ED 301 Frameworks of Teaching (classroom management plan, lesson plans indicate diversity needs, readings) ED 485 Capstone Seminar in Education Case studies, professional job materials, participation, collaboration, self-evaluation, TWS characteristics, Responsibility Plan, reflections, Videoclip</p>	<p><u>Knowledgeable About:</u> Within Class exams and requirements; GPA, recommendations of faculty, score on Praxis exam</p> <p><i>Final Proficiency/Application in Instruction (St. Teaching)**</i> Portfolio with examples of lesson plans, Teacher Work Sample (TWS) lesson plans and student work, written observations and ratings from cooperating teachers and university supervisor, videos of teaching</p>
<p>8.02(3)(b)</p>	<p>Effectively utilize developmentally-appropriate learner-responsive time-management techniques.</p>	<p>ED 280 Educational Media and Technology Power Point Slide Show shows rules and classroom management plan for using technology; Acceptable Use paper, Discussion Board activities ED 412 Teaching Diverse Learners</p> <ul style="list-style-type: none"> • Model an inclusive learning environment in the class • Use of case-in-point and live case method teaching and learning strategies <p>ED 301 Frameworks of Teaching</p> <ul style="list-style-type: none"> • Classroom Management Plan includes plans to encourage good behavior including rules, consequences, routines, procedures, motivation strategies, and self-responsibility strategies. • Teach a minimum of two lessons in their field experience classroom that are evaluated by the classroom teacher for this standard. <p>ED 413 Teaching Social Studies (Elementary) Lesson Plans include setting and monitoring learning environment and demonstrating time management skills ED 414 Teaching Science & Health (Elementary)</p>	<p>8.02(3)(a)</p>

		<ul style="list-style-type: none"> • Lesson Plan and Presentation with cooperative learning components • In class cooperative learning and centers management strategies discussions • Classroom management activities generated by field experience opportunities <p>ED 417 Mathematics Curriculum and Instruction</p> <ul style="list-style-type: none"> • Lesson Plan and Presentation with cooperative learning components • Interactive Math Center with centers management system • Math Game with cooperative components • In class cooperative learning and centers management strategies discussions • Classroom management activities generated by field experience opportunities <p>ED 485 Capstone Seminar in Education Case Study Solutions</p> <p>RDG 410 Teaching Reading & Language Arts Lesson Plans include setting and monitoring learning environment and demonstrating time management skills</p>	
8.02(3)(c)	Implement positive and effective classroom management strategies that encourage behaviors that will enhance learning for all students.	<p>ED 280 Educational Media and Technology Power Point Slide Show shows rules and classroom management plan for using technology; Acceptable Use paper, Discussion Board activities</p> <p>ED 301 Frameworks of Teaching</p> <ul style="list-style-type: none"> • Classroom Management Plan includes plans to encourage good behavior including rules, consequences, routines, procedures, motivation strategies, and self-responsibility strategies. • Teach a minimum of two lessons in their field experience classroom that are evaluated by the classroom teacher for this standard. <p>ED 412 Teaching Diverse Learners</p> <ul style="list-style-type: none"> • Model an inclusive learning environment in the class • Use of case-in-point and live case method teaching and learning strategies <p>ED 413 Teaching Social Studies (Elementary) Lesson Plans include setting and monitoring learning environment and demonstrating time management skills</p> <p>ED 414 Teaching Science & Health (Elementary)</p> <ul style="list-style-type: none"> • Lesson Plan and Presentation with cooperative learning components • In class cooperative learning and centers management strategies discussions • Classroom management activities generated by field experience opportunities <p>ED 417 Mathematics Curriculum and Instruction</p>	8.02(3)(a)

		<ul style="list-style-type: none"> • Lesson Plan and Presentation with cooperative learning components • Interactive Math Center with centers management system • Math Game with cooperative components • In class cooperative learning and centers management strategies discussions • Classroom management activities generated by field experience opportunities <p>ED 485 Capstone Seminar in Education Case Study 2 Solutions</p> <p>RDG 410 Teaching Reading & Language Arts Lesson plans include setting and monitoring learning environment and demonstrating time management skills</p>	
<p>8.02 (4) The elementary educator is knowledgeable about assessment, and is able to:</p>			
<p>8.02(4)(a)</p>	<p>Effectively administer a wide variety of both ongoing formal and informal assessments that are developmentally appropriate; responsive to the needs of diverse learners; and inclusive of adopted content standards.</p>	<p>ED 301 Frameworks of Teaching Develop a spreadsheet for standards and students; include a copy of CSAP scores from the internet in portfolio; quiz on types of assessment</p> <p>ED 380 Integrated Methods Students implement a variety of pre assessments for their integrated unit as well as an aligned post assessment and a variety of lesson assessments</p> <p>ED 413 Teaching Social Studies (Elementary) Rubrics are produced and evaluated for every lesson plan and unit plan</p> <p>ED 414 Teaching Science & Health (Elementary)</p> <ul style="list-style-type: none"> • Online Discussion on Assessment • Lesson Plan and Presentation including alternative assessment-rubric, checklists, etc. • Quiz on Assessment • Child’s Portfolio with 15 or more different artifacts, each requiring an assessment (e.g. anecdotal record, rubric, checklist, etc.) In addition, an assessment letter to the teacher is required • Readings on Assessment • Activities on triangulating data for the portfolio <p>ED 417 Mathematics Curriculum and Instruction</p> <ul style="list-style-type: none"> • Online Discussion on Assessment • Lesson Plan and Presentation including alternative assessment-rubric, checklists, etc. • Interactive Math Center including performance based assessments • Math Game including performance based assessment • Quiz on Assessment 	<p><u>Knowledgeable About:</u> Within Class exams and requirements; GPA, recommendations of faculty, score on Praxis exam</p> <p><i>Final Proficiency/Application in Instruction (St. Teaching)**</i> Portfolio with examples of lesson plans, Teacher Work Sample (TWS) lesson plans and student work, written observations and ratings from cooperating teachers and university supervisor, videos of teaching</p>

		<ul style="list-style-type: none"> • Changes in Thinking project including a student constructed self assessment tool; in addition,. A section on non-traditional math assessment • Readings on Assessment • Activities on diagnostics for math <p>RDG 410 Teaching Reading & Language Arts</p> <ul style="list-style-type: none"> • Students administer ten formal and informal assessments as part of the Reading Portfolio Assessment • Rubrics are produced and evaluated for every lesson plan and unit plan • Readings on a variety of informal and formal assessments • Changes in Thinking project • Readings on Assessment • In class activity on constructing a rubric <p>ED 485 Capstone Seminar in Education Contextual Analysis requires students to utilize a variety of assessments to learn about the context of the school</p>	
8.02(4)(b)	Effectively utilize assessment results and related data to plan for appropriate student instruction.	<p>ED 301 Frameworks of Teaching Copy of lesson plan adapted from assessment scores of student</p> <p>ED 380 Integrated Methods Students implement a variety of pre assessments to gain insight about the students prior to planning their integrated unit. Assessments include self assessments, writing assessments, content knowledge assessments, social skills assessment and teacher observation</p> <p>ED 413 Teaching Social Studies (Elementary) Interdisciplinary Unit Plans include use assessment plans</p> <p>ED 414 Teaching Science & Health (Elementary) Child's Portfolio assessment data is used to make suggestions for future standards based instruction</p> <p>RDG 410 Teaching Reading & Language Arts The results of the ten language arts assessments are used to determine the reading levels of each child and the kind of remediation (if any) that is needed for each child</p> <p>ED 485 Capstone Seminar in Education Contextual Analysis examines assessment data as a basis for the TWS</p>	8.02(4)(a)
8.02(4)(c)	Actively involve students in understanding the importance of assessment and its relationship to meeting	<p>ED 380 Integrated Methods Students include an assessment analysis in their integrated unit, discussing the assessment results of the whole class as well as three selected children.</p> <p>ED 414 Teaching Health & Science (Elementary)</p>	8.02(4)(a)

	learning objectives.	Child's Portfolio letter to classroom teacher ED 485 Capstone Seminar in Education Contextual Analysis includes multiple assessment results RDG 410 Teaching Reading & Language Arts As part of Reading Portfolio, 10 assessment results are shared with teacher and principal	
8.02(4)(d)	Effectively communicate with students, parents, and other professionals concerning assessments and student performance.	ED 380 Integrated Methods Students include an assessment analysis in their integrated unit, discussing the assessment results of the whole class as well as three selected children. ED 414 Teaching Science & Health (Elementary) Child's Portfolio letter to classroom teacher ED 485 Capstone Seminar in Education Contextual Analysis includes multiple assessment results RDG 410 Teaching Reading & Language Arts As part of Reading Portfolio, 10 assessment results are shared with teacher and principal	8.02(4)(a)
<p>8.02 (5) The elementary applicant shall complete prescribed field experience and student teaching requirements.</p> <p>Field experiences are completed in the following required courses: ED 202 (30 hrs.), ED 301 (30 hrs.), ED 380 (30 hrs), ED 412 (30 hrs.), ED 414 (30hrs), ED 417 (30 hrs) RDG 410 (30 hrs.), ED 487 (590 hrs. of Student Teaching)</p>			
<p>8.02 (6) The elementary educator shall self-assess the effectiveness of instruction, as based on the achievement of students, and pursue continuous professional development, through appropriate activities and coursework, and through participation in relevant professional organizations.</p> <p><i>Self- Evaluation and Reflection</i> are required in all methods courses and in the eportfolio at admission to education, admission to student teaching, and program completion.</p> <p><i>Tasks in Ed Courses Related to Professional Development:</i> Students in the Teacher Education Program, through the sponsorship of the "Future Teacher Association attend several local, state and regional conferences (i.e. CCIRA, TIE Conference, NASA Space Symposium, NCTM, Sangre de Cristo Day of the Arts), <i>Project Wild</i> is a requirement of ED 414.</p> <p><i>Final Proficiency/Application in Instruction (St. Teaching)**</i> Involvement in professional development reviewed in portfolio (resume entries and other documentation); related to CO element 8.5.</p>			

SECTION I

PART P TEACHER EDUCATION POLICY

1.00 Introduction

This policy describes the performance-based teacher education model and 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 of teacher 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 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 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 Policy is based on section 23-1-121 C.R.S. that states: 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 achieve that goal, the policy: Approved Policy I-P-2 November 13, 2008

3.01.01 Establishes the requirements for units of teacher education, including all teacher preparation 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 and private colleges and universities.

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

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

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3.03 Terminology

An Approved Teacher Education Unit 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. 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 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 a specific grade or developmental level (e.g., elementary) or 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 postbaccalaureate 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.

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Performance-Based Standards for Colorado Teachers refers to a set of prescribed standards which teacher candidates must know and be able to demonstrate their knowledge.

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 initial approval or reapproval of 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 candidates pursuing initial or advanced teacher education 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).

Teacher Candidate is a person who is participating in an approved teacher 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 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 preparation 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.].
Approved Policy I-P-5 November 13, 2008

4.02 Each program will demonstrate that it has a comprehensive admissions system including screening and counseling for students who are 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 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 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.].

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 Preparation Programs

A unit of teacher education that chooses to offer a new teacher preparation program 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 then submit to the Commission its recommendation regarding approval.

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

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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 The State Board of Education is responsible to review for approval 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.].

Approved Policy I-P-7 November 13, 2008

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.

7.00 Reapproval Process for the Five-Year Site Review of Units of Teacher Education

This section describes the reapproval process for units of teacher education at both public and private institutions of higher education.

7.01 The reapproval of teacher preparation programs at approved units of teacher education 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.

7.01.01 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.

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 that focuses on the results of the preliminary review and on those performance criteria best evaluated onsite. The site visit will consist of an entrance interview, unit and program review, and an exit interview.

7.01.05 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 administration, the provost or chief academic officer, and the governing board within 60 days of the site visit.

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

7.01.05.02 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 Approved Policy I-P-8 November 13, 2008 final report of the on-site review will be presented to the SBE and the Commission reflecting necessary revisions or corrections and the results of any second visit.

7.01.05.02.01 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 SBE.

7.01.05.02.02 The staff may recommend **probation for or termination** of a teacher preparation program 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 on probation based upon the recommendation of the SBE, the Commission shall consult with the SBE 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 DHE recommends that the teacher preparation program 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 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 SBE, 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 determination.

7.01.06 Within 30 days of the Commission's action, a governing board may appeal a recommendation of probation or termination of a teacher education unit. Approved Policy I-P-9 November 13, 2008

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 for the Commission

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 have appealed a staff recommendation. The Commission's action is binding.

7.01.07.01 If the Commission votes to terminate 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 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.

7.02 Process for Discontinuing a Program by Institution Decision

7.02.01 Any institution wishing to discontinue an approved teacher 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.

8.00 Data Reporting and Accountability

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

8.02 DHE will collaborate with the governing boards regarding the information and evaluation methodology used for 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 DHE and CDE will facilitate the sharing of data between the agencies regarding the key performance criteria found in 23-1-121 C.R.

Appendix C
Matrix Demonstrating Alignment of Curriculum and CDE Model Content Standards

Appendix D

Two examples of rubrics used by faculty in evaluation of program standards/outcomes

2.11 Is knowledgeable in literacy, math, and all content areas in which s/he is preparing to teach.

		Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
General Education Knowledge (2.11a)	<i>General Education/Liberal Arts & Sciences</i>	<p>Student is not developing knowledge appropriate for a beginning teacher in general knowledge, as evidenced by ANY of the following:</p> <p>1. Cumulative GPA $GPA < \underline{2.60}$</p> <p>2. (If MAPP scores are available) Overall scaled score below the average range (below the 25th percentile or 430) (Below this score is a good estimate of basic performance)</p>	<p>Student is developing knowledge appropriate for a beginning teacher in general knowledge, as evidenced by ALL of the following:</p> <p>1. Minimum 2.6 cumulative GPA = rating of <u>2.00 (rating of 2.0=2.6, 2.25 = 3.0, 2.5 = 3.25, 2.75 = 3.5, 2.9 = 4.0)</u>; If a student has not completed all content courses (general education and major), the student should not be given a rating of "proficient"</p> <p>2. (If MAPP scores are available) Overall score within the 25th to 75th percentile range (430 to 456); the 50th percentile is 441 -- MAPP scores above 441 should raise the "developing" rating above 2.0</p>	<p>Student has developed knowledge appropriate for a beginning teacher in general knowledge, as evidenced by If completion of all general education courses and ALL of the following:</p> <p>1. Completion of all courses in general education and a cumulative GPA of at least 2.6 (rating of 3.0=2.6, 3.25 = 3.0, 3.5 = 3.25, 3.75 = 3.5)</p> <p>2. (If MAPP scores are available) Overall score within the "average" percentile range for students (1 standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 426-464. MAPP scores above the mean of 441 should raise the "developing" rating above 3.0)</p>	<p>Student has developed exceptional knowledge appropriate for a beginning teacher in general education, as evidenced by a</p> <p>1. Completion of all courses in general education and a cumulative GPA of 3.75 OR higher</p> <p>2. (If MAPP scores are available) Overall score within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 464+</p>
		Mathematics	2.11b	<p>Student is not developing knowledge of mathematics appropriate for a beginning teacher, as evidenced by:</p> <p>1. Failure to complete mathematics requirement (Grade of "B" or better in MATH 109, 360, 361 or grade of "C" in 121, 124, 126, 224; students completing 2 with grades of "C" or better also meet the requirement (MATH 156 can be included as one of 2)</p>	<p>Student is developing knowledge of mathematics appropriate for a beginning teacher, as evidenced by:</p> <p>1. Completion of the math requirement for admission; GPA in math above the minimum requirement or completion of additional math courses would raise the rating; a rating of "3" or above requires completion of all math requirements for the program</p>

Math (cont.)	2.11b	2. (If available) significantly below avg. score on the math subarea of the MAPP (scores below 109 are below the 25th percentile)	2. (If available) MAPP score within the 25th to 75th percentile range (113 to 124); the 50th percentile is 114--scores above 119 should raise the "developing" rating above 2.0	2. (If available) MAPP score in the "avg" percentile range for students (one standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 111-126; scores above the mean of 119 should raise the "developing" rating above 3.0	2. (If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 126+
Literacy & Speaking (Writing, Critical Reading) 2.11c	<i>Writing</i>	<p>Student is not developing literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Failure to complete general education composition courses required for graduation (2 at CSU-P) or grade below "C" in a required writing course 2. Ratings of writing of less than "2" on at least one faculty recommendation 3. Rating of below "2" for writing in the eportfolio due to consistent errors in any of the following: linguistic errors (syntactic, semantic), logic and/or organizational errors and/or conventional errors (spelling, capitalization, punctuation) 4. (If available) Below avg. MAPP score on the writing subarea (scores below 111 are below the 25th percentile) 	<p>Student is developing literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> Grades of "C" or better in general education composition courses required for graduation (2 at CSU-P) 2. Ratings by faculty of "2" or better on all recommendations 3. Writing may include some inconsistent errors in any of the following due to linguistic errors (syntactic, semantic), logic and/or organizational errors and/or conventional errors (spelling, capitalization, punctuation) 4. (If available) MAPP score within the 25th to 75th percentile range (111 to 118); the 50th percentile is 114--scores above 114 should raise the "developing" rating above 2.0 	<p>Student has developed literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Grades of "C" or better in general education composition courses required for graduation (2 at CSU-P); higher grades could result in higher ratings 2. Avg. ratings by faculty of "3.0-3.4" or better on recommendations 3. Writing consistently is error free in all of the following areas: linguistic skills (syntactic, semantic), logic and/or organization and/or conventional skills (spelling, capitalization, punctuation) 4. (If available) MAPP score in the "avg" percentile range for students (one standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 110-119; scores above the mean of 114 should raise the "developing" rating above 3.0 	<p>Student has developed exceptional literacy skills appropriate for a beginning teacher, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. Grades of "A" on general education composition courses required for graduation (2 at CSU-P) 2. Avg. ratings by faculty of "3.5" or better on recommendations 3. Rating of "4" on writing in the eportfolio based on consistency in skills AND ability to communicate meaning 4. (If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 119+

	<i>Reading</i>	(If available) Significantly below avg. score on the reading subscore of the MAPP (scores below 113 are below the 25th percentile)	(If available) MAPP score within the 25th to 75th percentile range (113 to 124); the 50th percentile is 114-- scores above 119 should raise the "developing" rating above 2.0	(If available) MAPP score in the "avg" percentile range for students (1 standard deviation from the mean or from the 16th to at least the 84th percentile rank -- 1111-126. Scores above the mean of 119 should raise the "developing" rating above 3.0	(If available) MAPP scores within the "exceptional" percentile range (one standard deviation above the mean or the 84th percentile rank or above); this range is 126+
Literacy (cont.)	<i>Speaking</i>	Failure to complete the speech requirement ("B" of better or "C" or passing score on oral proficiency) AND rating of below "2" for speaking on any faculty recommendation	Completion of the speech requirement ("B" of better or "C" and passing score on oral proficiency) AND avg rating in the "2" range on all faculty recommendations and no ratings below "2"	Completion of the speech requirement AND avg. rating in the "3" range on all faculty recommendations	Completion of the speech requirement AND avg. rating in the "4" range on all faculty recommendations
Content Area (2.11d)	<i>Adm. To Ed</i>	Consensus of 3 faculty who rate the student's skills as below "developing" (below 2); i.e., more than one of the evaluations rates knowledge below "2"	Consensus of 3 faculty who rate the student's skills as "developing" (2 or above); i.e., more than one of the evaluations rates knowledge as "2" or above	Consensus of 3 faculty who rate the student's skills as "proficient" ("3" or above); i.e., more than one of the evaluations rates knowledge as "3" or above AND student meets all criteria for admission to student teaching	Consensus of 3 faculty who rate the student's skills as "proficient" ("3" or above); i.e., more than one of the evaluations rates knowledge as "3" or above AND student meets all criteria for admission to student teaching
	<i>Admission to Student Teaching</i>	<p>Student is not developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by ANY of the following:</p> <ol style="list-style-type: none"> 1. GPA below 2.5 in courses in the major, and/or courses in the major with grades below 2.0 2. Failure to pass the licensure exam in the content area 3. Failure to receive the recommendation of the faculty in the major field for admission to student teaching based on content knowledge 	<p>Student is developing knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach (but has not completed all requirements), as evidenced by:</p> <ol style="list-style-type: none"> 1. GPA of at least 2.5 in courses in the major, and/or courses in the major with grades of 2.0; higher GPA in courses in the major should result in higher ratings 	<p>Student has developed knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by ALL of the following:</p> <ol style="list-style-type: none"> 1. GPA in the major of at least 2.5, and completion of all courses in the major field with a minimum grade of "C"; higher GPA or completion of honors in the major field would raise the rating 2. Passing score on the PLACE/PRAXIS II in appropriate content area(s) 3. Recommendation of the faculty in the major field for admission to student teaching based on content knowledge 	<p>Student has developed exceptional knowledge appropriate for a beginning teacher in all content areas in which s/he is preparing to teach, as evidenced by:</p> <ol style="list-style-type: none"> 1. GPA in the major of 3.75 OR higher or completion of an honors program in the major field 2. PLACE/PRAXIS score that indicates superior performance (score on the PRAXIS outside the avg range) OR completion of an honors program in the major field 3. Recommendation of the faculty in the major field for admission to student teaching based on content knowledge

Operationalization/Criteria:

Guidelines for Admission to Education: *Student is developing knowledge appropriate for a beginning teacher .*

1. For 2.11a (general knowledge/liberal arts and sciences): check student's cumulative GPA (transcript) and MAPP scores (if available); if student is a senior or degree plus check long term plan to determine whether s/he has completed all content/gen ed courses. For transfer students, the entering GPA is calculated on all courses attempted in higher education. The student's GPA becomes the CSU-P cumulative GPA after the student has completed one semester (12 hours). Courses taken after admission at other institutions may be accepted for credit and for requirements, but not counted in the overall GPA.
2. For 2.11b (math): check student's GPA in math and completion of the math requirement for admission; check completion of math requirement for major to assess if student meets criteria for "proficient."
3. For 2.11c (literacy, speaking): check completion of literacy requirements (composition courses, speech course/proficiency), check GPAs for those courses, check MAPP scores (if available), check recommendations of faculty for writing and speaking, and rate portfolio writing.
4. For 2.11d (content area knowledge): review the recommendations of faculty for this item on the recommendation form and average those ratings. If a student is a senior or degree plus, you may check the requirements for admission to education (PLACE/PRAXIS scores, GPA in major) to determine proficiency.
5. Ratings below "developing" should result in written comments and recommendations for a support plan; noncompletion of course math, speech, and writing courses or completion with insufficient grades should result in failure to admit to education until these requirements are met.

Examples of Evidence: Transcripts, MAPP scores, recommendations by faculty, eportfolio writing samples

Guidelines for Admission to Student Teaching: *Student is proficient in all areas, completing all required courses (major, minor, and general education), passing the licensure exam in the content area, and gaining the recommendation of faculty in the content area and in education*

1. Transcripts, advising forms, GPA in major field and cumulative GPA, and licensure scores are all reviewed by faculty in the major area and education and summarized on the application for student teaching.
2. A rating of "3" is needed for faculty in education to recommend for student teaching, accomplished by motion and vote of the faculty after review of information.

Examples of Evidence: Transcripts, PLACE/PRAXIS scores, faculty recommendations.

Guidelines for Program Completion/Student Teaching:

This standard is met at admission to student teaching for preservice students and at admission to the TiR program for TiR teachers; however, performance on Standard 2.10 may cause the supervisor to revise the rating. The narrative for the Inventory should specify level of proficiency, e.g.: *He completed a 50 hour major in Art with a GPA of 3.8.*

Rationale:

Colorado Department of Education Content Standards (8.0/10.0 standards).

Darling-Hammond, L. (September-October 1989). Education teachers. *Journal of Teacher Education*, 30.

Nelson, B.S. (December 1992). Teachers' special knowledge. *Educational Researcher*, 32-33.

Shulman, L. (1986). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

Shulman, L. (September-October 1992). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. *Journal of Curriculum Studies*, 393-396.

Wilson, S., Shulman, L., & Richert, A. (1987). 150 ways of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teacher thinking* (pp. 104-124). London: Cassel.

2.10 Applies expert content knowledge to ensure, enrich and extend student learning, including: (C: 4.1, 4.3)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Accuracy and Depth of Knowledge	<p>No evidence OR any of the following occur with consistency:</p> <p>a. Demonstrates lack of depth of knowledge in lessons, presenting superficial or insufficient detail to build students' content knowledge</p> <p>b. Demonstrates limited background knowledge during instruction (e.g. in presenting content, answering students' questions)</p> <p>c. Sought out no additional content in planning lessons (obvious in documentation, resources)</p> <p>d. Makes frequent errors in knowledge in plans or instruction</p> <p>e. Selects materials or resources that present inaccurate knowledge or allows inaccuracies in materials to go unchallenged</p> <p>f. Demonstrates no initiative in strengthening own weaknesses in knowledge once identified by others</p>	<p>Demonstrates all of the following in planning lessons, but may not have the opportunity to implement sufficient numbers of lessons to demonstrate proficiency:</p> <p>a. Consistently includes content knowledge with depth and sufficient detail to build students' content knowledge in lessons</p> <p>b. Consistently demonstrates adequate background knowledge in all areas of responsibility (e.g., presenting content, answering questions)</p> <p>c. Sought out additional content information to plan lessons (obvious in documentation, resources)</p> <p>d. Makes rare, if any, errors in knowledge, as observed by others or in written plans</p> <p>e. Selects materials or resources that present accurate knowledge AND challenges/corrects inaccuracies that do exist in materials</p> <p>f. Demonstrates initiative in strengthening own weaknesses in knowledge once identified by self and others</p>	<p>Demonstrates all of the following consistently across lessons during a semester:</p> <p>a. Consistently includes content knowledge with depth and sufficient detail to build students' content knowledge in lessons</p> <p>b. Consistently demonstrates adequate background knowledge in all areas of responsibility (e.g., presenting content, answering questions)</p> <p>c. Sought out additional content information to plan lessons (obvious in documentation, resources)</p> <p>d. Makes rare, if any, errors in knowledge, as observed by others or in written plans</p> <p>e. Selects materials or resources that present accurate knowledge AND challenges/corrects inaccuracies that do exist in materials</p> <p>f. Demonstrates initiative in strengthening own weaknesses in knowledge once identified by self and others</p>	<p>Meets criteria for "Proficient" AND demonstrates advanced depth and breadth of content knowledge by planning and implementing lessons as demonstrated by: a) consistent ability to add depth and correct student misconceptions and inaccuracies "on the spot"/incidentally and b) quality research to enhance depth of knowledge</p>
Multiple Representations of Knowledge	<p>No evidence OR consistently organizes or represents knowledge so that it is not developmentally appropriate</p>	<p>Plans lessons that organize and represent knowledge so that it is developmentally appropriate for students for the age/grade level whom it is planned; may not have the opportunity to implement the lessons</p>	<p>Plans and implements instruction across lessons that organize and represent knowledge so that it is developmentally appropriate for students for the age/grade level for whom it is planned</p>	<p>Meets criteria for "Proficient" and demonstrates advanced skills by <u>consistently</u> providing multiple representations of knowledge across many lessons AND spontaneously providing additional examples during instruction and in incidental/informal teaching</p>

	No evidence OR fails to provide examples or represent knowledge within lessons that is relevant to students' interests or backgrounds	Plans lessons that provide examples and represent knowledge in ways that are relevant to students' interest or backgrounds; may not have the opportunity to implement the lessons	Plans and implements instruction that includes multiple representations and explanations/examples of disciplinary concepts for key ideas that are linked to the interests and prior understanding of students	
Multiple	No evidence OR only presents information and examples in student materials and/or teacher's manual; cannot spontaneously explain or give examples to enhance or present information in a different way	Plans at least one lesson that includes more in-depth examples, information, and/or applications than present in student materials and teacher's manual	Plans and implements numerous lessons that include more in-depth examples information and/or applications than in student materials and teacher's manual AND demonstrates ability to spontaneously provide multiple examples during instruction to strengthen students' comprehension	See above
Learning Resources	No evidence of teaching resources that provide additional content knowledge OR selects/develops supplemental teaching resources with inaccurate, incomplete, or misleading knowledge	Plans lessons that include learning resources from different sources that accurately represent and enhance content knowledge, including at least one example of teacher-constructed resources	Frequently plans and implements instruction that includes supplemental learning resources that present more accurate, comprehensive, and useful representations of ideas and concepts; several examples are teacher-constructed	Demonstrates consistent use of supplemental resources that present more accurate, comprehensive, and useful representations of ideas and concepts; many examples are teacher-constructed
Differing Viewpoints & Diverse Perspectives	No evidence OR consistently presents one viewpoint, even when others may be accurate	Plans at least one lesson that presents more than one viewpoint; may not have the opportunity to implement the lessons	Plans and implements several lessons requiring students to consider differing viewpoints and theories in teaching subject matter content	Meets criteria for "Proficient" across numerous lessons by requiring students to consider differing viewpoints and/or theories
	No evidence of planning in which students interpret ideas from more than one perspective	Demonstrates at least one example of an activity in which students are required to interpret ideas from diverse perspectives (e.g., in debates, analyzing readings, understanding perspectives of different characters in a story)	Plans and implements several lessons containing an activity requiring students to see/question/interpret/reinterpret ideas from diverse perspectives or different points of view	Meets criteria for "Proficient" across numerous lessons and activities that require students' interpretation of ideas from differing viewpoints or perspectives
Inquiry	No evidence of requiring students to generate knowledge through hypothesis testing or question-generation inquiry	Plans at least one effective activity that requires question-generation and one that requires hypothesis development by students	Plans and implements at least one example of instruction that requires question-generation and one that requires hypothesis development by students	Demonstrates flexibility and consistency in guiding students to engage in question-generation and hypothesis development by effectively implementing numerous lessons

	No evidence of requiring students to use a method of inquiry to test hypotheses or answer/research questions OR repeatedly uses one method of inquiry, even when others may be more useful	Plans lessons that include at least two methods of inquiry or "ways of knowing" to test hypotheses or answer/research questions	Plans and implements at least 2 lessons that require students to apply different methods of inquiry and standards of evidence used in the discipline to test hypotheses or answer/research questions	Demonstrates flexibility and consistency in guiding students to apply different methods of inquiry and standards of evidence in numerous lessons
Interdisciplinary Learning	No evidence of planning any lessons with opportunities for students to research and/or synthesize information from several subject areas	Plans interdisciplinary learning that requires students to research and/or synthesize information from several subject areas; includes at least one example in the portfolio but plan may not be implemented	Plans and implements interdisciplinary learning that requires students to research and/or synthesize information from several subject areas in at least one lesson	Meets criteria for "Proficient" across numerous lessons, integrating different content areas

NOTE: Knowledge is evaluated in Standard 2.11

Operationalization/Criteria:

Guidelines for Admission to Education: *Not evaluated at admission to education*

Guidelines for Admission to Student Teaching:

Benchmark is a rating of "Developing" in all dimensions based on the criteria in the rubric.

Evidence to Be Evaluated: Lesson plans, possible videoclip of teaching a lesson, reflection if the lesson was taught, field experience evaluations and narrative evaluations of lessons by classroom teachers

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "Proficient" on all dimensions.
2. Observe a plans and instruction for a variety of lessons in different content areas of responsibility.
3. Evaluate teacher reflections and/or K-12 student work samples to review flexibility in planning instruction.
4. Consistency = requires fluency/repetition, including documentation of competence in different content lessons.
5. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *In her TWS on World War I, he required fiction and non-fiction readings and assigned journal entries that explored various characters' points of view towards going to war.*

Evidence to Be Evaluated: TWS, lesson plans, lesson plan book, unit plans, reflections and weekly logs, direct observation of teaching, videoclips of teaching, student work and assessment results, feedback from interviews with other teachers who have observed his/her instruction (e.g., mentor, cooperating teacher)

Rationale:

Carter, K. (1990). Teachers' knowledge and learning to teach. In W.R. Houston (ed.). *Handbook of research on teacher education*. New York: Macmillan, pp. 291-310.

Grossman, P. L. (September-October 1989). A study in contrast: Sources of pedagogical content knowledge in secondary English. *Journal of Teacher Education*, 24-32.

Ornstein, A.C., & Lasley, T.J. (2004). *Effective teaching*, 4th ed. Boston, MA: McGraw Hill.

Shulman, L. (March-April 1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.

Shulman, L. (February 1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 1-22.

Appendix E

A description of the requirements for the portfolio is included in *the CSU-Pueblo Teacher Education Handbook*

Beginning in Fall 2005, all portfolios will be submitted electronically. The chart below lists the materials that should be submitted electronically and those materials that should be submitted in paper in a binder.

Electronic Materials on Portfolio Website

Personal reflections and summaries about progress

Materials used in field experiences

Materials developed in university classes which demonstrate proficiency on specific education standards

Video of teaching

Paper Materials in Binder

Completed Health Clearance Form

Transcripts and official documents demonstrating student performance in university classes

Recommendations and evaluations

Results of formal tests

What is a Portfolio? A portfolio is simply a well-organized collection of items selected to demonstrate a student's expertise, experiences, and talents as a teacher. It also includes reflections on the contents, helping evaluate his/her teaching proficiency and guide future learning efforts. As students plan their portfolios, they should remember that the reviewer will be using the materials included to evaluate what they know about teaching, what they can do as a beginning teacher, and whether they will continue to learn and develop as a teacher. A great many items are not needed to demonstrate proficiency. Items should be chosen carefully, avoiding redundant materials. All items selected should indeed demonstrate the specific standards for which they have been chosen.

Steps in Completing the Process Information on how to complete the application process occurs in ED 301/560. The purpose of the portfolio in this process is to allow students to demonstrate beginning proficiency on important teaching standards and benchmarks. Students will build upon this portfolio throughout their program, submitting it again at admission to student teaching and at program completion. Important steps in completing the portfolio include:

- Understanding the Portfolio Requirements. Read the *Handbook* carefully and ask questions when information is unclear.
- Gathering Materials for the Portfolio. Begin to gather some materials immediately (e.g., those materials from classes completed in earlier semesters). Others will be accomplished later in the semester as you complete required Education courses. If materials completed in an earlier class are submitted (e.g., a philosophy of education paper), use faculty feedback to improve content and appearance. Keep electronic copies of your papers and other documents. An electronic file of a paper can be easily added into the electronic portfolio.

- **Gaining Recommendations.** Although some recommendations may need to wait until later in the semester when faculty and teachers know you better, start early.
- **Organizing and Adding Materials As You Proceed.** Do not wait until the week before the application is due – that’s too late to start the process.
- **Completing Reflections and Summaries.** As sections of the portfolio are completed, compose the reflection for each area.
- **Submitting the Portfolio on Time.** Portfolios are submitted in two parts. The exact date that portfolios are due will be posted outside the TEP Office, on the TEP web site, on the Blackboard site for ED 301/560, and will be announced in ED 301/560. Usually this will be the ninth and thirteenth weeks of class.

All students will be informed of admission in writing once all portfolios have been evaluated.

Portfolio Requirements

A description of the portfolio requirements for each goal area is included in the Appendices to the *Handbook*. For the electronic portfolio, follow the template provided in ED 301/560. Please organize the paper materials in a small folder.

Organization of the Paper Material

1. Title Page – with your name and demographic information
2. Transcripts
3. Faculty recommendations
4. Advising form
5. Long-term planning form
6. Test reports

Organization of the Electronic Portfolio

The Teacher Education department has developed an online eportfolio. You will log directly into the portfolio and upload all required documents. The eportfolio lists all required materials.

Reflections

For each goal area (8 in all) complete a one page reflective statement. This statement should include the following. A sample reflection is included in the Appendices to the *Handbook*.

- The standards being addressed in this section of the portfolio. List the standards and briefly explain the significant skills it covers.
- A brief explanation of how your experiences have shaped you to develop skills related to the standards. Give the reviewer insight into your point of view concerning this standard.
- A self-evaluation of your proficiency related to this standard. What are your strengths and weaknesses? Please review the documents you have submitted and evaluations and recommendations in completing this reflection.
- A professional goal related to this standard that you have for the future.

Video Clip

The video clip of your teaching should be an edited 3-5 minute long digitized clip that demonstrates an aspect of your teaching that you wish to showcase that is also related to a specific teaching standard addressed in ED 301/560. With the video clip, you should attach a file with a statement explaining to the reviewer the aspect of teaching that you are demonstrating in this clip. Instructions on digitizing your clip can be found on the TEP web site.

Appendix F
Examples of Assessment Forms

Faculty Recommendation Form: Admission to Education

Student (Last Name, First, Middle) _____

PID _____ Date _____

Faculty Reviewer _____

1=Needs Improvement, 2=Developing, 3 Proficient, 4=Advanced/Highly Proficient

Content Knowledge and Professionalism Rate 1 ----- 2		
2.9		Knowledge of content appears sufficient for success in future classes
2.11c		Speaks in a professional manner, using formal English appropriate to the classroom & demonstrates writing that would provide appropriate, formal English models for students
3.3		Treats all students in an equitable and fair manner
6.5		Uses variety of sources, including professional literature, to grow as a professional
7.8		Works collegially with peers and faculty; participates as a member of a team
Professionalism Rate 1 ----- 2 -----3-----4		
8.2		Consistently exhibits strong work ethic; Is always punctual and on-time for all responsibilities
8.3		Demonstrates emotional stability required of professional educators; Acts with honesty and with integrity
8.4		Acts in a caring manner toward K-12 students, peers, and other members of the learning community
8.5		Models an excitement for learning
8.6		Respects the input of others, including faculty, and attempts to incorporate feedback to grow professionally
8.7		Demonstrates flexibility in thinking and behavior; remains open-minded, reserving judgment for evidence
8.8		Is well-groomed and dresses in a professional manner

Comments:

- I _____ recommend this student for admission to the teacher education program.
- _____ recommend with reservations this student for admission to the teacher education Program.
- _____ do not recommend this student for admission to the teacher education program.

Signature of Faculty Member Date

First Year Teacher Feedback Form

Directions: Please evaluate your own knowledge and performance as you complete the evaluation. You may wish to compare your teaching to other first year teachers with whom you work and/or your ideal of a first year teacher (not an experienced teacher). Comments are very helpful.

- I. In what area(s) are you endorsed to teach (e.g., Science, English)? _____
- II. In what areas are you currently teaching? If you are teaching in a middle or high school, please list the courses that you are teaching.
- III. Please evaluate your own level of skills in each of the areas described below. A rating of "5" would indicate Excellent/Very Strong skills in that area when compared to other first year teachers (or when compared to your own standard for a first year teacher's skills).

CLASSROOM MANAGEMENT

Very Weak Very Strong

1.1	I manage resources and routines to ensure all students are actively engaged in productive tasks.	1	2	3	4	5
1.2	I am able to help all students develop the motivation to achieve.	1	2	3	4	5
1.3	I have implemented a discipline system that is positive and effective.	1	2	3	4	5
1.3	I deal effectively with rule infractions and behavior problems in my classroom.	1	2	3	4	5
1.4	I create a safe, supportive environment that fosters community and civility.	1	2	3	4	5
1.5	I have created a positive classroom climate of openness and mutual respect.	1	2	3	4	5

CONTENT KNOWLEDGE

Very Weak Very Strong

2.3	I develop content area literacy and integrate reading into my teaching.	1	2	3	4	5
2.4	I effectively integrate writing into my teaching.	1	2	3	4	5
2.7	I effectively integrate mathematics into my teaching.	1	2	3	4	5
2.9	I base lessons on the Colorado model content standards.	1	2	3	4	5
2.10	I create learning experiences that make my subject meaningful and interesting.	1	2	3	4	5
2.11	I understand the concepts and important knowledge of the subject matter I teach.	1	2	3	4	5

ELEMENTARY TEACHERS

Very Weak Very Strong

2.6	I have the content knowledge and can effectively plan, teach, and assess learning in	1	2	3	4	5
	• mathematics					
2.2	• phonemic awareness, phonics, word identification	1	2	3	4	5
2.3	• reading comprehension, vocabulary, fluency	1	2	3	4	5
	• oral and written language	1	2	3	4	5
	• science	1	2	3	4	5
	• social studies	1	2	3	4	5

DIVERSITY & TEACHING

Very Weak Very Strong

3.1	I provide effective instruction for students with intellectual, learning, and behavioral/emotional special needs.	1	2	3	4	5
3.2	I differentiate instruction in lessons and activities.	1	2	3	4	5
3.3	I promote equity and ensure that all students are treated fairly.	1	2	3	4	5
3.3	I understand the effects of differences such as gender, ethnicity, class, religion, sexual	1	2	3	4	5

	orientation, and language on learning needs and modify instruction to meet these needs.					
3.4	I provide effective instruction for English language learners.	1	2	3	4	5
3.5	I provide effective instruction for high achieving and gifted students.	1	2	3	4	5
3.6	I work with the RTI and Special Education process to develop and apply individualized plans (ILPs, IEPs, 504 plans, etc.).	1	2	3	4	5
3.7	I understand and follow my legal responsibilities concerning students with diverse needs.	1	2	3	4	5

ASSESSMENT

Very Weak ← → Very Strong

4.1	I align daily and unit assessment with the Colorado Model Content Standards.	1	2	3	4	5
4.2	I use a variety of types of assessment (rubrics, teacher-made tests, observation, etc.).	1	2	3	4	5
4.3	I monitor and analyze students' performance in an ongoing manner.	1	2	3	4	5
4.4	My teaching raises the achievement of all my students over time to a higher level.	1	2	3	4	5
4.5	I use technology in a variety of ways to chart, track, and analyze data.	1	2	3	4	5
4.6	I collect data on individual learner achievement and use the information to plan.	1	2	3	4	5
4.7	I prepared my students effectively for the CSAP or other standardized assessments.	1	2	3	4	5

PEDAGOGY

Very Weak ← → Very Strong

5.1	I use a variety of student centered and active learning strategies.	1	2	3	4	5
5.2	I plan lessons that are good examples of direct instruction, inquiry/indirect instruction, and cooperative learning, including all evidence-based components.	1	2	3	4	5
5.3	I base both short term and long term plans on the school's adopted learning standards.	1	2	3	4	5
5.4	My teaching promotes critical and higher order thinking, problem-solving, & reflection.	1	2	3	4	5
5.5	I provide effective verbal and written feedback that improve student learning.	1	2	3	4	5
5.6	I use a variety of instructional strategies to promote learning.	1	2	3	4	5
5.7	I incorporate various examples of instructional technology in my teaching.	1	2	3	4	5
5.8	I use technology applications to increase student achievement.	1	2	3	4	5
5.9	I prepare and instruct students to use technology.	1	2	3	4	5

PROFESSIONAL GROWTH

Very Weak ← → Very Strong

6.1	I understand federal, state, and district laws, regulations, and policies as they impact my responsibilities.	1	2	3	4	5
6.2	I have developed a personal philosophy of education and act consistently with my beliefs.	1	2	3	4	5
6.3	I understand the research evidence and theory that support the strategies I use in teaching.	1	2	3	4	5
6.4	I have participated in professional development to enhance my teaching.	1	2	3	4	5
6.5	I frequently use a variety of sources to grow as a teacher, including my colleagues and professional literature.	1	2	3	4	5

COLLABORATION, COMMUNICATION, & PROFESSIONALISM

Very Weak ← → Very Strong

7.1	I have established respectful and collaborative relationships with parents and guardians.	1	2	3	4	5
7.2	I effectively communicate students' achievement to their families and collaborate with them on the students' program.	1	2	3	4	5
7.3	I use technology to manage and communicate information.	1	2	3	4	5
7.4	I use community resources to foster student learning.	1	2	3	4	5
7.5	I am sensitive to student distress, actively listen and seek other help if needed.	1	2	3	4	5
7.6	I establish rapport with students, maintaining professional, positive relationships.	1	2	3	4	5
7.7	I participate in school functions and activities to make the schools a productive learning environment.	1	2	3	4	5

7.8	I participate with other educators as a member of a team, sharing and accepting responsibilities.	1	2	3	4	5
8.5	I have an excitement for teaching and learning.	1	2	3	4	5

OTHER -- Please rate

Very Weak ← → Very Strong

Your success as a first year teacher	1	2	3	4	5
The quality of preparation you received at Colorado State University –Pueblo.	1	2	3	4	5
The quality of preparation in your major (e.g., English) What was your major? _____	1	2	3	4	5
The quality of preparation in Teacher Education	1	2	3	4	5
The quality of advising	1	2	3	4	5

COMMENTS

On the reverse page (or on another sheet), please add any other information that you wish regarding your first year of teaching and/or your preparation for teaching. What did we do particularly well? What changes would make it a stronger program?

Graduate Name _____

School Name _____

Administrator Feedback of First Year Graduate

In completing the following evaluation, please compare the CSU-Pueblo graduate with other first year teachers with whom you have worked. A rating of “5” would indicate Excellent/Very Strong skills when compared to others, and a rating of “1” would indicate Very Weak/Substandard skills. Please leave blank any items which you are unable to evaluate.

Comments are very helpful.

Very ← → Very
Weak Strong

CLASSROOM MANAGEMENT

1.1	Manages resources and routines to ensure all students are actively engaged.	1	2	3	4	5
1.2	Motivates students to learn and achieve.	1	2	3	4	5
1.3	Implements a discipline system that is positive and effective.	1	2	3	4	5
1.3	Deals effectively with rule infractions and behavior problems in classroom.	1	2	3	4	5
1.4	Create a safe, supportive environment that fosters community and civility.	1	2	3	4	5
1.5	Creates a positive classroom climate of openness and mutual respect.	1	2	3	4	5

Very ← → Very
Weak Strong

CONTENT KNOWLEDGE

2.3	Develops content area literacy and integrates reading into teaching.	1	2	3	4	5
2.4	Integrates writing effectively into teaching.	1	2	3	4	5
2.7	Integrates mathematics effectively into teaching.	1	2	3	4	5
2.9	Understands and bases lessons on the Colorado model content standards.	1	2	3	4	5
2.11	Understands the subject matter that he/she teaches.	1	2	3	4	5

Very ← → Very
Weak Strong

ELEMENTARY TEACHERS

2.6	Has the content knowledge and effectively plans, teaches, and assesses learning in	1	2	3	4	5
	• mathematics					
2.2	• phonemic awareness, phonics, word identification	1	2	3	4	5
2.3	• reading comprehension, vocabulary, fluency	1	2	3	4	5
	• oral and written language	1	2	3	4	5
	• science	1	2	3	4	5
	• social studies	1	2	3	4	5

Very ← → Very
Weak Strong

DIVERSITY & TEACHING

3.1	Provides effective instruction for students with intellectual, learning, and behavioral/emotional special needs.	1	2	3	4	5
3.2	Differentiates instruction in lessons and activities.	1	2	3	4	5
3.3	Promotes equity and ensures that all students are treated fairly.	1	2	3	4	5
3.3	Understands the effects of differences such as gender, ethnicity, class, religion, sexual orientation, and language on learning needs and modify instruction to meet these needs.	1	2	3	4	5
3.4	Provides effective instruction for English language learners.	1	2	3	4	5
3.5	Provides effective instruction for high achieving and gifted students.	1	2	3	4	5
3.6	Works with the RTI and Special Education process to develop and apply individualized plans (ILPs, IEPs, 504 plans, etc.).	1	2	3	4	5
3.7	Understands and follows legal responsibilities concerning students with diverse needs.	1	2	3	4	5

ASSESSMENT

Very ← → Very
Weak Strong

4.1	Aligns daily and unit assessment with the Colorado Model Content Standards.	1	2	3	4	5
4.2	Uses a variety of types of assessment (rubrics, teacher-made tests, observation, etc.).	1	2	3	4	5
4.3	Monitors and analyzes students' performance in an ongoing manner.	1	2	3	4	5
4.4	Raises the achievement of students over time to a higher level.	1	2	3	4	5
4.5	Uses technology in a variety of ways to chart, track, and analyze data.	1	2	3	4	5
4.6	Collects data on individual learner achievement and uses the information to plan.	1	2	3	4	5
4.7	Prepares students effectively for the CSAP or other standardized assessments.	1	2	3	4	5

PEDAGOGY

Very ← → Very
Weak Strong

5.1	Uses a variety of student centered and active learning strategies.	1	2	3	4	5
5.2	Plans lessons that are good examples of direct instruction, inquiry/indirect instruction, and cooperative learning, including all evidence-based components.	1	2	3	4	5
5.3	Bases both short term and long term plans on the school's adopted learning standards.	1	2	3	4	5
5.4	Promotes critical and higher order thinking, problem-solving & reflection.	1	2	3	4	5
5.5	Provides effective verbal and written feedback to students.	1	2	3	4	5
5.6	Uses a variety of instructional strategies to promote learning.	1	2	3	4	5
5.7	Includes various examples of instructional technology in teaching.	1	2	3	4	5
5.9	Prepares and instructs students to use technology.	1	2	3	4	5

COLLABORATION, COMMUNICATION, & PROFESSIONALISM

Very ← → Very
Weak Strong

6.3	Understands research evidence that supports teaching.	1	2	3	4	5
6.4	Participates in professional development to enhance teaching.	1	2	3	4	5
7.1	Has established respectful and collaborative relationships with parents and guardians.	1	2	3	4	5
7.2	Effectively communicates students' achievement to their families and collaborates with them on the students' program.	1	2	3	4	5
7.4	Uses community resources to foster student learning.	1	2	3	4	5
7.5	Is sensitive to student distress, actively listens and seeks other help if needed.	1	2	3	4	5
7.6	Establishes rapport with students, maintains professional, positive relationships.	1	2	3	4	5
7.7	Participates in school functions and activities to improve the school environment.	1	2	3	4	5
7.8	Participates with other educators as a member of a team and accepts responsibilities.	1	2	3	4	5
8.1	Follows the ethical standards of the education profession.	1	2	3	4	5
8.2	Consistently exhibits a strong work ethic.	1	2	3	4	5
8.4	Acts in a caring manner towards students and colleagues.	1	2	3	4	5
8.5	Has an excitement for teaching and learning.	1	2	3	4	5
8.6	Respects input of others, including supervisors, and incorporates feedback to improve.	1	2	3	4	5
8.9	Communicates through speaking and writing at a professional level.	1	2	3	4	5

Very ← → Very
Weak Strong

Please rate the graduate's overall success as a first year teacher

1 2 3 4 5

COMMENTS

Please add any other information regarding this graduate that would be helpful to our teacher preparation program. We would also appreciate any additional comments you may have about how teacher education programs can better prepare future teachers.

Appendix G Samples of Standard Reports

Admission Groups 2000-2008																									
Summary data on students who applied and were admitted to education.																									
		Admit GPA	Academic Profile (AP)					GK Portfolio Rating	AP				Reading Scaled	Math Scaled	GPA in Math	SP Portfolio Rating	Speech GPA	Performance Data mean ratings across all standards in Goal Area							
			S. Science	Science	Humanities	C. Thinking	Total Score		Writing Scaled Score	Portfolio Rating	GPA in Wr. Courses	Goal 1						Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7	Goal 8	
00-01	MN	3358	115.20	117.79	117.02	113.13	449.60	2.19	116.02	2.21	3.36	120.84	114.52	3.30	2.23	3.30	2.16	2.12	2.30	2.07	2.11	2.22	2.25	3.00	
	N=77	SD	431	6.24	5.86	6.13	6.64	19.42	0.42	5.90	0.47	0.50	5.94	6.49	0.69	0.45	0.67	0.37	0.32	0.48	0.37	0.35	0.47	0.43	0.50
01-02	Mean	3232	120.30	118.71	117.34	115.16	454.42	1.99	116.97	2.01	3.39	122.00	114.16	3.05	1.99	3.54	1.99	2.00	2.01	1.97	1.92	1.99	2.06	3.01	
	N=94	SD	448	33.00	5.89	12.71	6.26	17.12	0.17	4.34	0.13	0.57	6.02	12.10	0.74	0.17	0.50	0.20	0.17	0.25	0.26	0.32	0.27	0.31	0.66
	MDN	3210	117.00	119.00	118.50	115.00	454.50	2.00	117.00	2.00	3.50	123.00	114.00	3.00	2.00	4.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	
02-03		3325	115.94	117.72	113.05	112.91	451.26	2.02	116.02	2.03	3.30	121.44	114.61	3.08	2.02	3.51	2.00	2.07	2.03	2.01	2.06	2.01	2.04	2.82	
	N=86	SD	419	5.85	5.48	13.10	13.13	17.54	0.33	4.49	0.28	0.57	5.67	5.60	0.77	0.33	0.59	0.36	0.35	0.46	0.38	0.38	0.40	0.37	0.70
Fall 03	Mean	3313	115.39	117.91	116.70	113.75	449.03	2.02	115.77	2.04	3.33	120.51	113.41	2.88	2.03	3.28	2.00	2.02	2.01	1.95	1.97	1.89	1.97	3.44	
	N=74	Mdn	3347	116.00	119.00	117.00	113.00	447.00	2.00	116.00	2.00	3.50	122.00	113.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.55
	SD	434	5.91	5.30	6.45	6.27	17.17	0.26	4.66	0.24	0.79	6.08	5.28	0.71	0.24	0.79	0.20	0.18	0.21	0.25	0.23	0.27	0.24	0.62	
Sp 04	Mean	3209	115.37	116.96	116.06	112.69	445.80	1.93	114.27	1.92	3.14	120.49	112.98	2.99	1.91	3.40	1.84	1.91	1.67	1.76	1.80	1.70	1.86	3.18	
	N=54	Mdn	3160	116.00	118.00	117.00	112.00	447.00	2.00	114.00	2.00	3.50	121.00	113.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00
	SD	403	5.09	4.59	6.15	5.76	16.14	0.25	5.18	0.30	0.64	5.16	5.32	0.86	0.29	0.65	0.44	0.24	0.65	0.45	0.46	0.57	0.56	0.98	
Su 04	Mean	3209	116.70	118.61	118.26	115.43	452.65	2.06	116.65	2.04	2.96	121.43	113.91	2.49	2.04	2.91	1.88	2.03	1.86	1.89	1.99	1.95	2.04	2.88	
	N=27	Mdn	3262	117.00	119.00	120.00	115.00	457.00	2.00	117.00	2.00	3.00	124.00	113.00	2.67	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00
	SD	386	5.80	5.48	7.08	6.67	19.33	0.30	4.62	0.28	0.59	7.00	6.03	0.85	0.28	0.94	0.32	0.23	0.47	0.25	0.29	0.50	0.29	0.56	
03-04	Mean	3259	115.59	117.69	116.72	113.64	448.46	1.99	115.38	1.99	3.17	120.65	113.34	2.85	1.99	3.26	1.92	1.98	1.86	1.87	1.91	1.83	1.94	3.25	
	N=155	Mdn	3242	116.00	119.00	117.00	113.00	447.00	2.00	116.00	2.00	3.25	121.00	113.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	3.00	
	SD	416	5.60	5.09	6.45	6.18	17.21	0.26	4.89	0.28	0.69	5.99	5.39	0.80	0.27	0.77	0.33	0.22	0.48	0.34	0.34	0.45	0.40	0.78	
F04	Mean	3237	112.10	115.82	115.60	111.67	441.93	2.24	114.16	2.18	3.36	118.00	112.14	2.60	2.18	3.29	2.26	2.24	2.28	2.11	2.09	2.10	2.14	3.50	
	N=59	Mdn	3262	110.00	116.00	115.00	112.00	441.00	2.13	114.00	2.13	3.50	117.00	112.00	2.33	2.13	3.00	2.30	2.19	2.29	2.00	2.13	2.10	2.17	3.56
	SD	415	6.08	5.30	6.07	6.08	17.08	0.28	5.02	0.35	0.55	6.15	4.30	0.82	0.35	0.69	0.32	0.25	0.28	0.41	0.36	0.33	0.41	0.59	
Sp 05	Mean	3303	115.50	118.91	117.27	113.93	451.36	2.26	116.14	2.19	3.35	121.68	114.43	2.89	2.17	3.39	2.14	2.22	2.17	2.15	2.02	2.12	2.17	3.50	
	N=58	Mdn	3318	116.00	119.00	117.00	114.00	450.50	2.25	116.00	2.00	3.50	122.00	113.50	3.00	2.00	4.00	2.10	2.25	2.17	2.17	2.00	2.05	2.08	3.64
	SD	408	5.29	4.52	6.17	5.83	15.67	0.38	4.20	0.39	0.70	5.45	5.46	0.94	0.38	0.90	0.25	0.31	0.45	0.33	0.30	0.32	0.31	0.47	
Su 05	Mean	3177	116.75	119.25	118.50	115.75	454.30	2.17	116.25	2.04	3.50	122.15	115.30	2.76	2.04	3.44	2.02	2.11	2.11	2.05	1.93	1.81	2.10	3.03	
	N=23	Mdn	2985	117.00	119.50	119.00	116.00	455.00	2.00	117.50	2.00	3.50	122.00	114.50	3.00	2.00	4.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.17
	SD	446	5.98	4.89	6.21	6.41	17.07	0.25	4.25	0.44	0.47	4.78	5.48	0.73	0.44	0.73	0.21	0.24	0.20	0.23	0.27	0.51	0.22	0.71	
04-05	Mean	3254	114.22	117.64	116.74	113.23	447.76	2.24	115.31	2.16	3.38	120.17	113.58	2.74	2.16	3.36	2.18	2.22	2.21	2.12	2.04	2.07	2.15	3.43	
	N=140	Mdn	3262	116.00	118.00	117.00	113.00	448.00	2.00	116.00	2.00	3.50	121.00	113.00	3.00	2.00	4.00	2.10	2.17	2.17	2.00	2.00	2.00	2.08	3.56
	SD	420	6.05	5.17	6.22	6.21	17.30	0.32	4.69	0.39	0.60	5.99	5.15	0.87	0.38	0.79	0.29	0.27	0.35	0.36	0.33	0.37	0.35	0.59	
F 05	Mean	3224	113.88	117.02	116.76	113.02	447.43	2.20	115.12	2.21	3.27	119.67	113.71	2.84	2.21	3.23	2.14	2.20	2.16	2.08	2.01	2.02	2.14	3.45	
	N=46	Mdn	3259	114.00	118.00	117.50	112.00	447.00	2.00	115.00	2.00	3.50	122.00	114.00	3.00	2.00	3.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	3.60
	SD	611	6.68	4.70	6.04	5.90	16.11	0.48	4.30	0.52	0.80	6.45	4.82	0.80	0.52	0.60	0.39	0.39	0.46	0.39	0.44	0.41	0.45	0.61	
Sp 06	Mean	3265	114.37	117.26	116.87	112.96	448.52	2.37	115.67	2.33	3.02	120.50	114.04	2.78	2.27	3.48	2.32	2.31	2.33	2.19	2.14	2.17	2.32	3.36	
	N=48	Mdn	3222	114.00	117.00	118.00	112.00	446.00	2.13	116.00	2.00	3.00	120.00	113.50	3.00	2.00	4.00	2.25	2.13	2.33	2.17	2.13	2.20	2.37	3.56
	SD	445	6.26	3.79	4.62	5.25	14.34	0.51	3.78	0.58	0.97	5.03	5.21	0.82	0.55	0.78	0.35	0.43	0.41	0.54	0.53	0.53	0.55	0.72	
Su 06	Mean	3236	112.50	115.50	113.19	111.56	440.63	2.50	113.25	2.21	3.11	116.38	113.19	2.58	2.21	2.94	2.66	2.46	2.59	2.53	2.35	2.59	2.61	3.72	
	N=16	Mdn	3352	115.00	117.00	112.00	111.50	444.00	2.50	114.00	2.00	3.00	119.50	113.00	2.50	2.00	3.00	2.73	2.54	2.63	2.50	2.29	2.52	2.73	3.72
	SD	490	6.90	4.34	6.71	6.02	15.38	0.40	3.71	0.46	0.74	7.05	3.82	0.80	0.46	0.95	0.25	0.27	0.24	0.26	0.34	0.19	0.23	0.20	
05-06	Mean	3244	113.88	116.89	116.26	112.77	446.87	2.31	115.08	2.26	3.11	119.53	113.78	2.78	2.23	3.31	2.29	2.28	2.29	2.19	2.11	2.17	2.28	3.45	
	N=112	Mdn	3241	114.00	118.00	117.00	112.00	446.00	2.00	115.00	2.00	3.00	120.00	114.00	3.00	2.00	3.00	2.25	2.20	2.29	2.00	2.00	2.17	2.33	3.61
	SD	522	6.50	4.27	5.67	5.61	15.33	0.49	4.04	0.54	0.87	6.07	4.83	0.80	0.52	0.78	0.40	0.40	0.44	0.46	0.47	0.48	0.49	0.63	

Data Table

		00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Mean GPA	3.36	3.23	3.33	3.26	3.25	3.24	3.26	3.26	
Mn. RCU	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
Overall	444.6	449.60	454.42	451.26	448.46	447.76	446.87	447.44	446.03
Mn. RCU	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
Social Science	113.5	115.20	120.30	115.94	115.59	114.22	113.88	115.550	114.73
Science	115.1	117.79	118.71	117.72	117.69	117.64	116.89	116.153	117.29
Humanities	114.8	117.02	117.34	113.05	116.72	116.74	116.26	116.305	115.66
Critical Thinking	111	113.13	115.16	112.91	113.64	113.23	112.77	116.145	113.93
Math	113.8	114.52	114.16	114.61	113.34	113.58	113.78	113.084	112.78
Reading	118.6	120.84	122.00	121.44	120.65	120.17	119.53	117.679	119.00
Mn. RCU	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
Writing AP	114.7	116.02	116.97	116.02	115.38	115.31	115.08	114.824	115.03
Portfolio Rating	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
	2.21	2.01	2.03	1.99	2.16	2.26	2.46	2.00	
GPA	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	
	3.36	3.39	3.30	3.17	3.38	3.11	2.81	3.50	

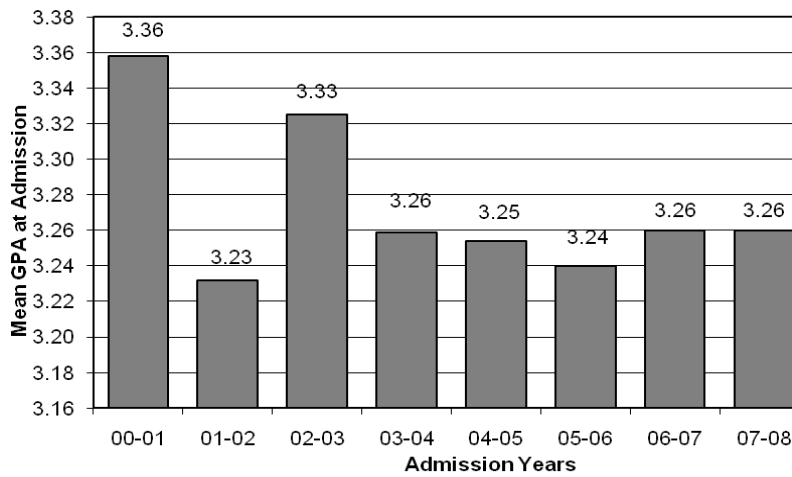


Figure 1. Mean GPA of students admitted to education

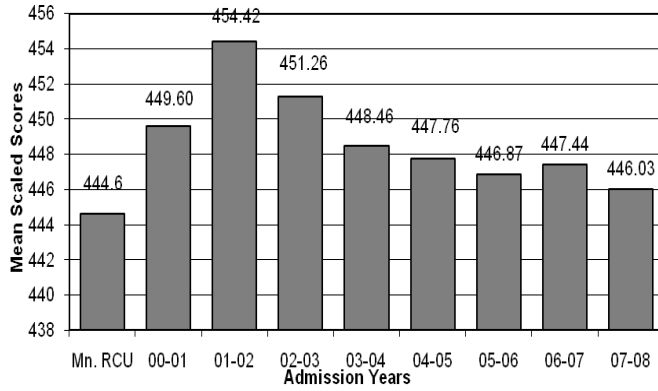


Figure 2. Mean Overall Scaled Scores on Academic Profile Other avg. scores are Liberal arts (444.24), research (449.2), community colleges (440.7)

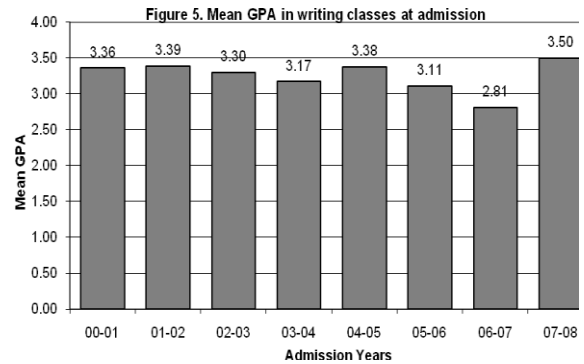
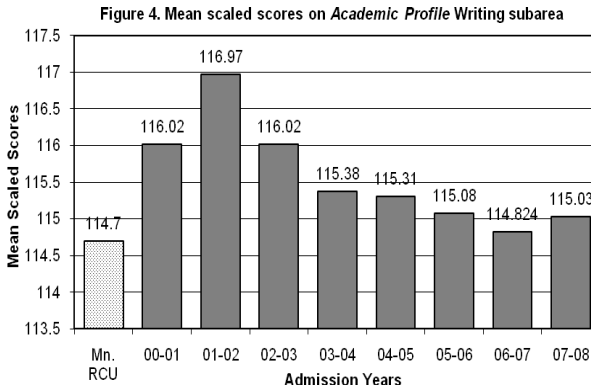
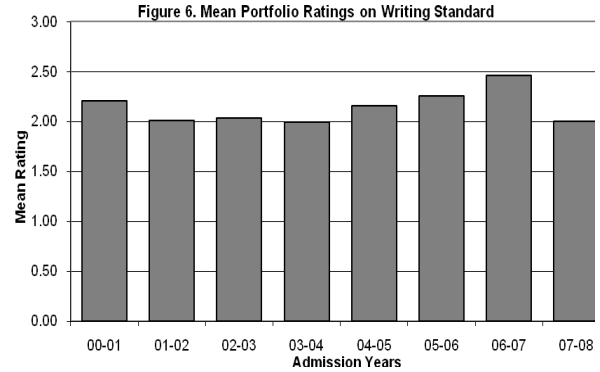


Table 2: Admission Scores on Students Admitted to Teacher Education, 2000-2007

	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean	No.	Mean	Mean
All	77	3353	450	94	3232	454	86	3325	451	155	3259	448	140	3254	448	111	3238	447	136	3263	447	109	3263	446
Art	2	3862	444	0	-----	----	1	3917	463	4	3360	422	5	3421	466	7	3284	445	6	3180	438	5	3445	443
EI Ed	57	3317	449	66	3226	452	54	3376	452	81	3284	447	83	3233	444	54	3238	448	67	3254	444	61	3200	445
Enlris	3	3231	472	5	3524	455	4	3001	459	8	3200	473	3	3521	482	8	3479	458	11	3256	456	5	3199	455
Math	1	3737	434	4	3404	468	4	3193	451	8	3274	456	3	3067	465	4	3441	458	4	3503	465	4	3463	440
Music	1	3839	452	1	3370	467	4	3525	440	7	3505	456	9	3625	453	5	3362	452	13	3420	447	6	3334	444
PE	5	3202	434	7	3061	455	8	3108	444	20	3094	440	16	3162	436	13	3107	432	15	3209	443	18	3290	440
Scien	2	3430	461	3	2846	472	2	3025	476	8	3179	456	9	3145	465	5	2833	455	10	3225	459	3	3352	460
SS	4	3390	462	8	3290	461	9	3332	449	18	3258	449	11	3232	455	14	3263	447	9	3217	459	4	3349	460
Spani	2	3777	465	0	-----	----	0	-----	---	1	3406	467	1	3570	425	1	3195	447	1	3000	417	2	3461	449

Table 1 summarizes information on the pass rates for students enrolled in teacher licensure programs at CSU-Pueblo. Included are first time pass rates (number and percent of students who passed the licensure exam the first time they took a test) and final pass rates (number and percent of students who passed the licensure exam the last time they took a test). Among all students who took the PLACE and PRAXIS II tests, 84% passed; of those taking the tests for the first time, 69% received passing scores.

Licensure Area	First Time Pass Rate			Last Score Pass Rate		
	# Passing	# Taking	% Passing	# Passing	# Taking	% Passing
Art	4	9	44.44	7	9	77.78
Elementary Education	48	60	80	56	60	93.33
English	6	7	85.71	6	7	85.71
Linguistically Diverse	2	3	66.67	2	3	66.67
Math	3	5	60	5	5	100
Music	5	8	62.5	5	8	62.5
Physical Education	6	14	42.86	10	14	71.43
Science	5	7	71.43	7	7	100
Social Studies	6	9	66.67	7	9	77.78
Spanish	0	1	0	0	1	0
Special Education	6	9	66.67	6	9	66.67
Total	91	132	68.94	111	132	84.09