College of Education and Behavioral Sciences

Reauthorization Self-Study Report

Traditional Educator Preparation Programs

University of Northern Colorado

Fall 2024

UNIVERSITY OF NORTHERN COLORADO

College of Education and Behavioral Sciences

Reauthorization Self-Study
University of Northern Colorado Traditional Educator Preparation Programs

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Fall 2024

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Acronyms

Acronyms for Academic Units

Acronym	Meaning
APCE	Department of Applied Psych & Education
ASLIS	American Sign Language and Interpreting Studies
DLPD	Department of Leadership, Policy, and Development
EBS	College of Education and Behavioral Sciences
HSS	College of Humanities and Social Sciences
NHS	College of Natural and Health Sciences
PVA	College of Performing and Visual Arts
SPS	School of Psychological Sciences
SSE	School of Special Education
STE	School of Teacher Education

Additional Acronyms

Acronym	Meaning
AACTE	American Association for Colleges of Teacher Education
AFI	Area for Improvement
AY	Academic year
B.A.	Bachelor of Arts
BOCES	Boards of Cooperative (Educational) Services
BS	Bachelor of Science
CASPA	Colorado Association of School Personnel Administrators
CCC	Colorado Community Council
CCODE	Colorado Council of Deans of Education
CDE	Colorado Department of Education
CDHE	Colorado Department of Higher Education
CEBS	College of Education and Behavioral Sciences
CELP	Colorado English Language Proficiency
CETL	Center for Excellence in Teaching and Learning
CIP	Classification of Instructional Program
CLD	Culturally & Linguistically Diverse
CLDB	Culturally & Linguistically Diverse & Bilingual Education
CTQS	Colorado Teacher Quality Standards
CUE	Center for Urban Education
D6	Greeley Evans School District 6
DCSD	Douglas County School District
DEI	Diversity, Equity, and Inclusion
DPS	Denver Public Schools

EBS	College of Education and Behavioral Sciences
ECE	Early Childhood Education
ECLD	Culturally Linguistically Diverse Education
EPP	Educator Preparation Programs
EL	English Learner
ELED	Elementary Education
ELL	English Language Learners
ELPS	Educational Leadership and Policy Studies
EPP	Education Preparation Program
EPPART	Educator Preparation Program Assessment and Reauthorization Team
FAF	Field Assessment Form
FF	Teacher Candidate Final Field Experience Feedback
FTC	Future Teachers Conference
FTE	Full Time Equivalent
GPA	Grade Point Average
HELDE	Higher Educators in Linguistically Diverse Education
HLC	Higher Learning Commission
HSI	Hispanic Serving Institution
HSS	College of Humanities and Social Sciences
IHE	Institutions of Higher Learning
IHSE	Institute of Health Sciences Education
IRB	Institutional Review Board
LAC	Liberal Arts Curriculum
LEA	Local Education Agency
LMS	Learning Management System
LO	Lesson Observation
LP	Lesson Plan
LT	LiveText
M.A .	Master of Arts
MAS	Mexican American Studies
MAT	Master of Arts in Teaching
MAT:EEL	Master of Teaching in Elementary Education
MCB	Monfort College of Business
ML	Multilingual Learners
MSU	Metro State University
MT	Mentor Teacher
NCATE	National Council for Accreditation of Teacher Education
NCTQ	National Council on Teachers Quality
NHS	College of Natural and Health Services
NSTA	National Science Teachers Association
PBC	Performance Based Checklist

PCS	Program Completer Survey
PDA	Professional Dispositions Assessment
PDQ	Professional Disposition Qualities
PEBC	Public Education and Business Coalition
PEC	Professional Education Council
PIN	Personal Identification Number
PIP	Professional Improvement Plan
PSD	Poudre School District
PTEP	Professional Teacher Education Program
PVA	College of Performing and Visual Arts
QTEL	Quality Teaching for English Learners
READ Act	Reading to Ensure Academic Development Act
SEA	State Education Agency
SEL	Social Emotional Learning
SLL	Student Learning & Licensure
SLO	Student Learning Observation
SoR	Science of Reading
SPL	Secondary Pedagogy with Licensure
SSP	Special Service Provider
STAA	Statewide Transfer Articulation Agreement
TC	Teacher Candidate
TQS	Teacher Quality Standards
TWS	Teacher Work Sample
UCCS	University of Colorado, Colorado Springs
UNC	University of Northern Colorado
US	University Supervisor
WIDA	World-Class Instructional Design and Assessment
WLC	World Language & Cultures
WLU	Workload Unit

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Introduction

The University of Northern Colorado (UNC) invites you to review the 2024 Reauthorization Self-Study Report. This report is being submitted in partial fulfillment of the Colorado Department of Education (CDE) reauthorization process for traditional educator preparation programs. This self-study addresses the competencies and requirements associated with educator preparation identified in the [CDE State Reauthorization Guide.](#)

This report provides content and context associated with educator preparation programs at UNC, in relation to the CDE self-study reauthorization guides. Further, UNC participates in and views continuous improvement as a way to collect and document formative and summative changes occurring within and among programs over the five-year period since the last CDE/Colorado Department of Higher Education (CDHE) reauthorization. Additionally, UNC views the reauthorization processes as an opportunity to guide the continued improvement and growth of educator preparation programs over the next five-year period.

UNC uses the iterative process of reauthorization of educator preparation programs to celebrate achievements and identify improvement areas. UNC is highly regarded for its teacher education, educational administrator, and special service provider programs and takes pride in being a leader in educator preparation in Colorado. From the inception of the first teacher preparation program in Colorado in 1889, to the present-day delivery of 32 educator preparation programs (see Table 1 below), UNC continues to develop and implement high impact practices to support the education of teachers, educational administrators, and special service providers.

UNC engages externally with educational leaders from CDE, CDHE, and other educator preparation programs across Colorado in the support and development of education professionals. The head of UNC's Professional Education Unit and Dean of the College of Education and Behavioral Sciences (CEBS) participates as an active member of the Colorado Council of Deans of Education (CCODE), as well as various other educator preparation focused groups in Colorado and nationally. Faculty members and administrators from various educator preparation programs at UNC participated in the CDE 2019 convening, resulting in the [Growing Great Teachers](#) initiative. UNC embraces the content of the [Senate Bill 19-190,](#) (i.e., the Growing Great Teachers Act), and the findings of the subsequent report, inclusive of the five identified principles of high-quality teacher preparation programs:
- Principle 1: Teacher preparation programs foster candidates' deep understanding of content knowledge, content knowledge for teaching, and general pedagogical knowledge.
- Principle 2: Teacher preparation programs foster candidates' deep understanding of PreK-12 learners, including their cognitive and socio-emotional development.
- Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates.
- Principle 4: Teacher preparation programs regularly monitor, assess, and evaluate the progress of their candidates through multiple measures to support, coach, and determine best steps with candidates.
- Principle 5: Teacher preparation programs engage in robust, continuous improvement efforts.

UNC educator preparation programs use Principles 1, 2, and 3 as guidance for designing and delivering high quality educator preparation programs and Principles 4 and 5 to monitor the results and impact of program delivery for continuous improvement.

This reauthorization self-study highlights how UNC has continued to evolve as a leader in educator preparation in Colorado and the U.S. The report further focuses on how programs have been designed, revised, implemented, and evaluated since the 2019 CDE/CDHE reauthorization. To address the one-dimensional nature of this report as a written record of the educator preparation programs at UNC, additional context, information, data, and the opportunity to meet with educator preparation leaders, faculty, staff, students, and community stakeholders will be provided during the 2024 reauthorization visit.

Institution

Historical Context, Who We are, Who We Serve

UNC acknowledges the grounds upon which the university stands are inextricably tied to the history and culture of indigenous peoples. We pay respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. UNC occupies the lands in the territories of the Ute, Cheyenne, Arapaho, and Lakota peoples. Further, UNC acknowledges the 48 tribes that are historically tied to the state of Colorado. The University challenges itself to be better stewards of the land we inhabit, as well as learn the stories and practices of Indigenous people's history and culture.

UNC is a public doctoral research educational institution home to about 9,000 students and over 200 undergraduate and graduate programs, many of which are nationally recognized. Founded as a normal school in 1889, UNC has graduated generations of educators, more than any other Colorado university, according to EPP report by the CDE. UNC's history and culture are marked by academic excellence in education, health sciences, business, the humanities, as well as performing and visual arts.

Recognized as a top university for social mobility, UNC is proud to be a Hispanic Serving Institution (HSI) and to serve an undergraduate student population of whom more than 40% are first-generation. Further, UNC expects to be reclassified as a Carnegie R2 institution in the 2025 classification cycle. The university's size, expert faculty, as well as tradition of scholarship and hands-on learning gives students exceptional opportunities and a personalized education. UNC graduates join a strong network of over 140,000 alumni living and working in 50 states and 90 countries who help build communities that save and transform lives.

UNC primarily serves Colorado residents, with a state constitutional mandate to prepare teachers and other education professionals for Colorado. In Fall 2023, approximately 84% of students enrolled at UNC were Colorado residents. UNC meets its educator preparation mandate by recruiting students from across the state, offering programs in multiple locations and online, providing professional development to educators statewide, and through the placement of teacher candidates for clinical experiences across Colorado, in many other U.S. states, and internationally (see the UNC Field Placement Map 2019-2024). Graduates of all of UNC's educator preparation programs work in virtually every school district in Colorado.

Like all Colorado public universities, UNC's mission is established in legislative statute. The university's statutory mission states UNC:
- Is a comprehensive baccalaureate and specialized graduate research university with selective admission standards;
- Is the state's primary institution for degree programs that prepare educators;

- Offers master's and doctoral programs primarily in the field of education;
- Has the responsibility to offer graduate programs for educators statewide; and

The Mission and Values adopted in 2000 by the UNC Board of Trustees are broader and more descriptive than UNC's statutory mission. Moreover, consistent with values expressed throughout the institution's history, UNC's values express a commitment to excellence, teaching and learning, diversity of thought and culture, intellectual freedom, and equal opportunity.

Mission

The University of Northern Colorado (the University) shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards. The University shall offer a comprehensive array of baccalaureate programs and master's and doctoral degrees primarily in the field of education. The University has statewide authority to offer graduate programs for the preparation of educational personnel.

Vision

UNC's vision statement makes clear UNC's commitment to candidate-centered education, effective teaching, lifelong learning, and technology. It reads: "The University of Northern Colorado strives to be a leading student-centered university that promotes effective teaching, lifelong learning, the advancement of knowledge, research, and a commitment to service. Graduates are educated in the Liberal Arts and professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced society."

Values

The University believes that its distinctive service to society can only be offered in a student-centered atmosphere of integrity that is grounded in honesty, trust, fairness, respect, and responsibility. For this reason, the University is committed to promoting an environment in which:
1. academic integrity is valued and expected;
2. excellence is sought and rewarded;
3. teaching and learning flourish;
4. diversity of thought and culture is respected;
5. intellectual freedom is preserved; and
6. equal opportunity is afforded.

Concomitantly, *Rowing, Not Drifting 2030* is a living strategic plan, divided into five two-year phases, that guides and establishes a broad foundation for UNC to build upon today and into the future. *Rowing, Not Drifting 2030*, highlights five elements to support UNC's *institutional* Mission and Vison:

- Students First
- Empower Inclusivity
- Enhance and Invest
- Innovate and Create, and
- Connect and Celebrate.

Additional information about UNC's strategic plan can be found here: *Rowing, Not Drifting 2030*.

Educator Preparation at UNC

The Division of Academic Affairs is home to all educator preparation and teacher education programs at UNC. The delivery of educator preparation, including teacher education, educational administration, and special service providers, is a shared responsibility and delivered across multiple colleges. UNC has five academic colleges:

1. College of Education and Behavioral Sciences (EBS)
2. College of Humanities and Social Sciences (HSS)
3. College of Natural and Health Sciences (NHS)
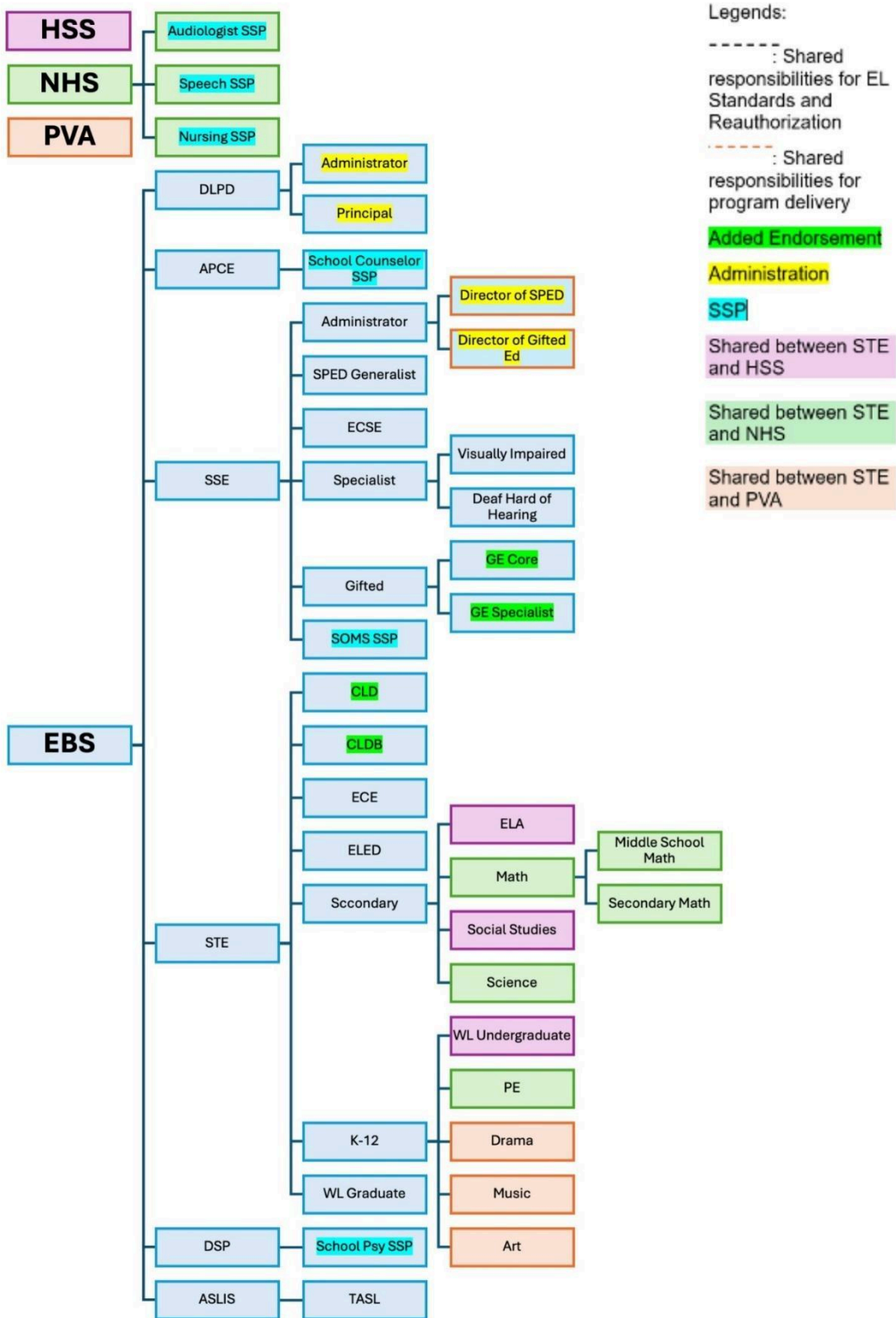4. College of Performing and Visual Arts (PVA)
5. Monfort College of Business (MCB)

Further, three additional administrative units under the direction of Academic Affairs include: Extended Campus, the Graduate School, and University Libraries.

The Academic Affairs Organizational Chart provides further details of the leadership at different levels.

The College of EBS at UNC oversees the delivery of educator preparation programs, including teacher education degrees, licensure and endorsement programs, educational administrator degrees, and special service provider degrees. These programs are delivered across four colleges: EBS, HSS, NHS, and PVA in collaboration with public school districts, private educational facilities, and clinical settings (e.g., hospitals, behavioral health facilities) across Colorado and the nation. All secondary and K-12 teacher licensure programs are offered in collaboration between the School of Teacher Education in EBS and HSS, NHS, and PVA. Figure 1 shows a simple organization chart of the responsibilities and relationships among academic units for educator preparation program at UNC.

Figure 1
Organization Chart of UNC Educator Preparation Programs

Organization Chart of UNC Educator Preparation Programs:

HSS — Audiologist SSP
NHS — Speech SSP
PVA — Nursing SSP

EBS

- DLPD
  - Administrator
  - Principal
- APCE
  - School Counselor SSP
- SSE
  - Administrator
    - Director of SPED
    - Director of Gifted Ed
  - SPED Generalist
  - ECSE
  - Specialist
    - Visually Impaired
    - Deaf Hard of Hearing
  - Gifted
    - GE Core
    - GE Specialist
  - SOMS SSP
- STE
  - CLD
  - CLDB
  - ECE
  - ELED
  - Secondary
    - ELA
    - Math
      - Middle School Math
      - Secondary Math
    - Social Studies
    - Science
  - K-12
    - WL Undergraduate
    - PE
    - Drama
    - Music
    - Art
  - WL Graduate
- DSP
  - School Psy SSP
- ASLIS
  - TASL

Legends:

- - - - - - : Shared responsibilities for EL Standards and Reauthorization

------- : Shared responsibilities for program delivery

Added Endorsement

Administration

SSP

Shared between STE and HSS

Shared between STE and NHS

Shared between STE and PVA

Educator Preparation Program Oversight

Program oversight for the Special Service Provider (SSP) and Administrator programs, fall under the respective deans of the colleges and the graduate school. Oversight for teacher preparation programs at UNC is defined in [UNC's Board Policy Manual](#) as follows:

2-3-107(4) The Professional Education Council (PEC).

   (a) The Professional Education Council (PEC) is a representative faculty council, as defined in 2-3-104(3), Representative Faculty Committees, of this constitution, that is established to represent and act on behalf of the Teacher Education Faculty in the governance of teacher education programs in the University and to fulfill the duties assigned to it below. The dean of the College of Education and Behavioral Sciences shall have the authority and responsibility for the overall administration and coordination of teacher education programs.
   (b) Membership of the Teacher Education Faculty.
   (I) The members of the Teacher Education Faculty shall be designated by the President upon the recommendation of the dean of the College of Education and Behavioral Sciences, after their nomination by the appropriate department chair/school director and dean.
   (II) In order to qualify for nomination to membership in the Teacher Education Faculty, a faculty member shall have significant involvement in the preparation of teachers and/or other educational personnel; shall meet appropriate standards of academic and professional preparation and experience; shall have continuing experience in some appropriate level of schools from preschool to adult; shall have a commitment to the preparation of teachers and other educational personnel who will provide instruction or service in a multicultural society; and shall meet additional criteria approved by the President.
   (III) Appointments to the Teacher Education Faculty shall be reviewed every five years by the dean of the College of Education and Behavioral Sciences to determine whether the faculty member continues to meet membership criteria. If such review reveals a faculty member no longer meets membership criteria, said faculty member shall be removed from the Teacher Education Faculty by the President upon recommendation of the dean of the College of Education and Behavioral Sciences after consultation with the appropriate dean, department chair/school director, faculty member, and the PEC.
   (c) Powers of the Teacher Education Faculty.
   (a) The Teacher Education Faculty shall elect members of its governing unit, the PEC. University of Northern Colorado 21 Board Policy Manual
   (b) Through the PEC, the Teacher Education Faculty, in consultation with the affected academic units, shall have the power to recommend policies for design, implementation, operation, evaluation, and modification of the teacher education programs of the University.
   (c) The Teacher Education Faculty shall have the power to review all actions by the PEC whenever such actions are appealed by a written request signed by at least ten percent of the Teacher Education Faculty and submitted to the dean of the College of Education and Behavioral Sciences. Such a meeting of the Teacher Education Faculty shall be called by the dean of College of Education and Behavioral Sciences within ten (10) working days after receipt of the request.
   (d) Members and Officers of the PEC.

(I) The PEC shall consist of members from the following areas: elected teacher education, an appointed University Libraries faculty representative appointed student representatives (and appointed educators from the PreK-12 schools as provided in the PEC bylaws).

(II) The terms of office for faculty representatives shall be three calendar years, beginning July 1 of the year elected, with one-third being elected each year.

(III) The dean of the University Libraries shall appoint a University Libraries faculty representative for one-year terms.

(IV) The dean of the College of Education and Behavioral Sciences shall appoint student representatives from the undergraduate and graduate areas for one-year terms.

(V) The dean of the College of Education and Behavioral Sciences shall appoint, for one-year terms, educators from the K-12 schools who will represent the following areas; secondary, elementary, middle grades, and K-12.

(VI) Advisory (non-voting) members of the PEC shall be the dean of the College of Education and Behavioral Sciences, or their designee and any other person(s) appointed by the chair of the PEC.

(VII) The chair and vice-chair of the PEC shall be elected for one-year terms from the members of the PEC who have continuing terms, and they shall assume office on July 1 of the year elected.

(e) Powers and Duties of the PEC.

(I) To recommend overall goals for the teacher education program.

(II) To recommend policies for student admission, retention, and exit requirements for the teacher education program.

(III) To recommend policies for professional development.

(IV) To recommend policies, in consultation with affected academic units, for teacher education program design, implementation, operation, evaluation, modification, and decision-making, including specification of required courses.

(V) To ensure that all teacher education programs comply with all applicable Colorado rules and standards including professional teacher education accreditation standards.

(VI) To adopt rules of operation known as the Professional Education Council Bylaws.

(VII) To ensure that adopted bylaws are consistent with the council and board descriptions found in the Faculty Constitution 2-3-101 Preamble through 2-3-113 Approval; and

(VIII) To submit written requests to the Faculty Senate Codification Committee to review any change in bylaws prior to adopting such a change. Rationale for the revision must accompany the request for review. The Codification Committee will review the proposed bylaw change for consistency with the Constitution and will send its review results to the chair of the council or board.

(f) Relationship to Faculty Senate. The chair of the PEC shall forward to the Faculty Senate the minutes of each of its meetings in a timely manner. Each policy recommended by the PEC shall be forwarded to the Faculty Senate for approval, and unless vetoed by the Faculty Senate within thirty working days of its receipt by the Faculty Senate which must include two regularly scheduled meetings of the Faculty Senate, shall be deemed to have been approved by the Faculty Senate. The Faculty Senate may not veto any proposed policy which is mandated by Colorado legal requirements, rules/standards of the Colorado State Board of Education, or professional teacher education accreditation standards.

(g) Staff and Support Services. The dean of the College of Education and Behavioral Sciences shall provide staff and support services to the PEC.

Program Offerings: Licensure and Endorsement Areas

Overview

UNC offers 32 licensure/endorsement areas including initial teacher licensure, added endorsements, and credentials for teachers, administrators/principals, and special service providers. The 32 licensure areas are provided through 49 pathways at undergraduate and/or graduate levels, including degree and non-degree programs housed in 21 academic units across four colleges. The majority of undergraduate level programs are offered via the Greeley campus with some courses offered online. The graduate programs are offered through different modalities including in-person, hybrid, and online at the Greeley campus and through programs supported by UNC's Extended Campus at both Lowry and Centerra.

Undergraduate programs in teacher education are also offered via the UNC Center for Urban Education at the Lowry Campus which serves a diverse student population and uses a unique apprenticeship model to prepare teachers. Table 1 identifies each licensure or endorsement area currently authorized and offered at UNC, along with the specific degree or program offered by the academic unit and college seeking reauthorization from the CDE for the next five years.

Table 1
UNC Educator Preparation Licensure Areas* and Endorsements with Pathways and Academic Unit

Notes:
- *Italics*: Administrator Programs
- <u>Double underlined</u>: Added Endorsement
- <u>Underlined</u>: Special Service Provider

	Licensure Area	Pathway(s)	Academic Unit	Program Leader
1	Principal (3.3)	M.A. Educational Leadership Ed.S. Educational Leadership Ed.D. Educational Leadership	Leadership, Policy and Development	Linda Vogel
2	Administrator (3.4)	M.A. Educational Leadership Ed.S. Educational Leadership Ed.D. Educational Leadership	Leadership, Policy and Development	Linda Vogel
3	Early Childhood Education (ECE) (4.1)	B.A. Early Childhood Teacher Education	School of Teacher Education (STE)	Jean Kirshner
4	Elementary Education (ELED) (4.2)	B.A. Elementary Education	STE	Undergraduate - Brian Rose Jody Lawrence

		MAT Elementary Education		Graduate – Michelle Holmes
5	Visual Arts (4.4)	B.A. Art & Design	Art and Design/STE	Abi Paytoe Gbayee/ Donna Goodwin
6	Drama Theatre Arts (4.7)	B.A. Theater Arts	Theater and Dance/STE	Mary Schuttler
7	English Language Arts (4.9)	B.A. English MAT Secondary Pedagogy with Licensure (SPL)	English/STE	Undergraduate -Stacy Bailey

Graduate – Michelle Holmes |
| 8 | World Languages (WLC) (4.10) | B.A. Spanish M.A. Teaching American Sign Language M.A. Multilingual Education World Language with Licensure | WLC/STE American Sign Language and Interpreting Studies (ASLIS) STE | Undergraduate – Karla Del Carpio

Graduate ASLIS-Barbara Garrett Graduate WL- Margaret Berg |
| 9 | Mathematics (4.14) | B.S. Mathematics MAT Secondary Pedagogy with Licensure | Math/STE | Undergraduate - Lindsay Reiten/Rob Powers

Graduate – Michelle Holmes |
| 10 | Music (4.15) | B.M.E. Music Education | Music/STE | Lindsay Fulcher |
| 11 | Physical Education (PE) (4.16) | B.S. Sport & Exercise Science | Kinesiology, Nutrition, and Dietetics/STE | Jennifer Krause |
| 12 | Science (4.17) | B.S. Biological Sciences B.S. Chemistry B.S. Earth Sciences B.S. Physics MAT Secondary Pedagogy with Licensure | Biology/STE Chemistry/STE

Earth Sciences/STE

Physics/STE STE | Undergraduate – Byron Straw

Graduate - Michelle Holmes |
| 13 | Social Studies (4.18) | B.A. History B.A. Mexican American Studies

MAT Secondary Pedagogy with Licensure | History/STE Mexican American Studies (MAS) /STE

STE | Undergraduate - Kelly Langley-Cook

Graduate– Michelle Holmes |
| 14 | Culturally & Linguistically Diverse | M.A.T.CLD with Endorsement Added Endorsement | STE | James Gambrell |

	Education (CLD) (4.21)			
15	Culturally & Linguistically Diverse Bilingual Education (CLDB) Specialist (4.22)	Added Endorsement	STE	Undergraduate - James Gambrell Graduate - James Gambrell
16	Culturally & Linguistically Diverse Education (4.21) and Special Education Generalist (5.8)	Dual Endorsement	STE	James Gambrell Anne Davidson
17	Middle School Mathematics (4.23)	B.S. Mathematics	Math/STE	Lindsey Reiten/ Rob Powers
18	Special Education (SPED) Specialist (5.2)	Ed.S. Educational Leadership and Special Education Administration	School of Special Education (SSE) & Leadership, Policy and Development	Linda Vogel
19	Special Education Specialist: Visually Impaired (5.3)	M.A. Special Education	SSE	Paula Conroy
20	Special Education Specialist: Deaf/Hard of Hearing (5.4)	M.A. Special Education	SSE	Sandy Bowen
21	Gifted Education Core Endorsement (5.6):	Added Endorsement	SSE	Amy Graefe
22	Gifted Education Specialist (5.7)	Added Endorsement	SSE	Amy Graefe
23	Special Education Generalist (5.8)	B.A. Special Education M.A. Special Education	SSE	Undergraduate - Jennifer Urbach Graduate - Lori Peterson
24	Early Childhood Special Education (ECSE) (5.9)	M.A. Special Education	SSE	Hasan Zaghlawan

25	Director of Special Education (6.5)	Added Endorsement (Post-M.A. program) Added Endorsement for M.A. or ED.S. in Educational Leadership & Special Education Administration	School of Special Education (SSE) & Leadership, Policy and Development	Linda Vogel
26	Director of Gifted Education (6.6):	Graduate	SSE	Amy Graefe
27	School Audiologist (7.1)	Aud.D. Audiology	Communication Sciences and Disorders	Donald Finan
28	School Counselor (7.9)	M.A. School Counseling	APCE (Applied Psychology & Counselor Education)	Heather Pendleton-Helm
29	School Nurse (7.5)	B.S. Nursing (BSN)	School of Nursing	Melissa Henry
30	School Orientation and Mobility Specialist (7.3)	M.A. Special Education	SSE	Paula Conroy
31	School Psychologist (7.6)	Ed.S. School Psychology Ph.D. School Psychology	School Psych	Michelle Athanasiou
32	School Speech-Language Pathologist (7.8)	M.A. Speech-Language Pathologist	Communication Sciences and Disorders	Donald Finan

Program Structure

UNC offers undergraduate and graduate pathways to teacher education as a traditional program. Each program designs, develops, and implements its own curriculum to meet the licensure standards established by the CDE and the Colorado State Board of Education. Undergraduate initial teacher licensure programs and graduate elementary and secondary programs include checkpoints for program continuation. Checkpoints serve the purpose of preparing teacher candidates (TCs) to begin the program, check TCs' readiness to move forward in the middle of the program and prepare TCs for full–time student teaching towards the completion of the program.

At the undergraduate level, initial teacher licensure programs have three checkpoints, two of which are centralized for all programs: initial and full admission. The third checkpoint occurs prior to full–time student teaching. The School of Special Education manages its own third checkpoint while the EBS associate dean for educator preparation coordinates checkpoints for

all other programs across four colleges. Depending on the program's stages, checkpoint requirements include a background check, grade point average (GPA), Professional and Disposition Assessment, successful completion of prerequisites for moving forward, and field application requirements. See the PowerPoints for the Professional Teacher Education Preparation (PTEP) Initial Admission to PTEP, Full Admission to PTEP, and Application to Student Teaching for content at the mandatory meetings associated with the checkpoints.

At the **graduate level**, the starting date varies based on working students' needs, so program coordinators work closely with UNC's Field Placement Office in the STE to run mandatory meetings with the TCs for their checkpoints. Students in the special education graduate programs must complete a self-paced course (Graduate Application for PTEP, 0 credit hours) during the first semester of the academic program. The CEBS Licensure officer instructs the self-paced course, which represents the first checkpoint in the graduate academic program.

For most teacher preparation programs, PTEP courses are required. Some PTEP courses are common across all teacher preparation programs, such as those focusing on educational foundations (coded as EDF), child and/or adolescent development (coded as PSY), working with students with special needs (coded as EDSE), educational technology (coded as ET), and working with students who are culturally and linguistically diverse (CLD) (coded as ECLD). Other pedagogy-related courses are managed by different academic units (e.g., math methods course is offered by the Mathematics Department in NHS). EBS is responsible for offering these service courses which play an important role in addressing teacher quality standards. While different programs offer their own practicum courses, STE manages field-based courses for programs housed in STE and for secondary programs housed in HSS and NHS (secondary courses coded as STEP). Also, STE is responsible for student teaching for all initial teacher licensure programs except the SSE and Teaching American Sign Language (TASL) programs. The SSE program reviews students' applications for practicum and students who meet the prerequisites (e.g., completing coursework, GPA, passing the PRAXIS test), are cleared for their teaching/practicum courses.

Although many education and field-based courses are housed in academic units outside of the STE, five program level assessments have been developed and implemented by a majority of teacher licensure programs to ensure consistency and program quality: Professional Dispositions Assessment (PDA), Lesson Plan Rubric, Lesson Observation, Teacher Work Sample (TWS), and Program Completers Survey (PCS). The Self-Study section of this report contains more information about these assessments.

The Special Service Provider (SSP) and Administrator program structures operate differently than the Teacher Education programs as most of the SSP and Administrator programs are delivered at the graduate level. The faculty for each program develop the curriculum to align with the discipline-specific CDE licensure standards and national accreditation standards associated with their respective fields. Students are admitted to each program based on established admission standards that typically include undergraduate GPA, a personal statement, and recommendation letters. Although not formally identified as checkpoints, as students move through the programs, they are expected to achieve certain milestones (e.g., maintenance of a minimum GPA, annual evaluation of their progress and dispositions, and successful completion of practicum prior to moving on to culminating field experiences, or internship). All available letters affirming national accreditation for SSP programs are stored in the SSP Accreditation Letters folder for your review.

Program Staff: EBS and Education Faculty

The majority of education faculty are housed in EBS, mainly in the STE and SSE. All faculty members have prior experience in PreK-12 settings and represent a wide variety of content and specialty areas, grade levels, and contexts. For Secondary and K-12 programs, and some of the SSPs (i.e., Nursing, Audiology, and Speech-Language Pathologist), the faculty members are hired by and housed in other colleges. Part-time instructors are also hired regularly depending on their PreK-12 experience and qualification for the content they teach. In the Administration and SSP programs, all faculty members have expertise in their respective disciplines. Furthermore, many have extensive experience in their fields, having previously worked as school principals, school psychologists, and/or school counselors.

For clinical experiences, teacher education hires many field supervisors to work with students in the field. These individuals are typically retired teachers and/or administrators who have experience mentoring and supervising teachers. The supervision model for the Administrator and SSP programs occurs through a partnership between the school site and the program. School personnel identify appropriate supervisors, in collaboration with the program, for the practicum and internship experiences. The number of supervisors varies by the number of students in the field during a particular semester and is based on a 1:1 ratio for supervision. In these instances, the individual supervisors are not typically compensated by the university but may receive some type of renumeration through their school district. In addition, a UNC faculty member oversees the final internship.

Table 2 summarizes numbers of designated faculty for educator preparation from different academic units across campus.

Table 2
Faculty Resources for Program Areas

College/Academic Units	Programs	Number of full-time faculty members for Education Preparation Programs	Number of Part Time Instructors (less than 30 WLU) and Field Supervisors per semester
EBS/School of Teacher Education	ELED ECE MAT:EEL MAT:SPL MA:WL CLD CLDB Teaching Diverse Learners- MA	22	23 instructors; 31 field supervisors;

EBS/School of Special Education	Special Education Generalist-Bachelor of Arts (BA)	12	25 instructors; 6 field supervisors
	M.A. Special Education:		
	Generalist		
	ECSE		
	Deaf/Hard of Hearing		
	Vision Impairments		
	Gifted Education Endorsement		
	School Orientation & Mobility Specialist Endorsement		
	Special Education Administration-MA		
	Teaching Diverse Learners - MA		
EBS/ American Sign Language Interpreting Services	TASL MA	0	5 Instructors
HSS/English, History	English	2	
	Social Studies	2	
	World Languages	2	
NHS/ Science Education, Mathematical Sciences	Science	7	Science: 1-2 instructor/supervisors
	Mathematics	2	Mathematics: 1-2 field supervisors
	PE	3	PE: 4 instructors; 4 field supervisors
PVA/ School of Art & Design, School of Music, School of Theatre	Art	2	3 instructors and field supervisors
	Music	4	1-2 field supervisors
	Theater	2	

EBS/Education Leadership and Policy Studies	MA, Ed.S., Ed.D., Principal endorsement, Administrator endorsement	5	9 instructors,
EBS/School Psychology	Ed.S. in School Psychology Ph.D. in School Psychology	5	3 instructors
EBS/Applied Psychology & Counselor Education	M.A. in School Counseling	11	6 instructors
NHS/School of Nursing	B.S. Nursing	17	37 instructors /supervisors
NHS/Communication Sciences and Disorders	M.A. in Speech-Language Pathologist	5	11 instructors, 85 intern supervisors (total)
NHS/Communication Sciences and Disorders	Doctor of Audiology	4	5 instructors, 16 intern supervisors

Note: A list of names can be found here. For details regarding the qualification of the faculty involved in teacher education at UNC, please refer to the UNC published site for Teacher Education Faculty.

High Level Data

UNC teacher education enrollment has shown a steady decline since the 2016-2017 academic year, as has enrollment in similar types of programs across the U.S. The trends across all enrollments in educator preparation programs at UNC vary with its highest recorded enrollment in 2018-2019 and its smallest in 2015-2016. To provide some additional context, the COVID pandemic emerged in late 2019–early 2020 and impacted the United States with full force in March and April 2020. As a result of the COVID pandemic, the state of Colorado closed all schools and universities in the middle of the spring 2020 semester for face-to-face operations. UNC and other institutions of higher education worked diligently to adapt the delivery modality of face-to-face educator preparation programs and courses to virtual delivery. At the same time, teacher candidates (TCs) and other educator preparation candidates who were in field work (e.g., student teaching, practicum, clinical placements) were unable to complete their field experiences in traditional face-to-face settings. Moreover, during the 2020-2021 academic year UNC, along with many other universities and school districts, continued to deliver programs and courses virtually or hybrid. Even when school districts transitioned back to face-to-face classes for pupils throughout the 2020-2021 academic year, many still excluded university student teachers, practicum students, and those completing clinical rotations from participating on site due to restrictions associated with COVID protocols.

It was not until fall 2021 that UNC secured face-to-face student teaching, practicum, and clinical placements again for all educator preparation candidates. While these factors likely impacted all educator preparation programs in Colorado and the nation, it is important to note the factors also precipitated a change in overall enrollment in educator preparation across the U.S.

Over the last five years, UNC's educator preparation enrollment has not escaped the national context. Nationally, the American Association of Colleges for Teacher Education (AACTE, 2022), has noted a 32% decline in individuals enrolled in educator preparation programs since 2008-09, based on its report titled Colleges of Education- A National Portrait. Fortunately, the decline in enrollment in educator preparation at UNC has not been as severe as the overall national decline. Specifically, UNC's educator preparation enrollment decreased about 6.8% from 2,755 in 2016 to 2,567 in 2021 according to the CDE Educator Preparation Program (EPP) Report Dashboard. The highest enrollment in these programs occurred in 2018-2019, with an enrollment of 3,673. No educator preparation data were available from CDE/CDHE for traditional programs for the AYs 2021-2023. Educator preparation retention and completer data from UNC and CDE/CDHE indicate an increase in educator preparation completers from 631 completers in 2016 to 769 completers in 2021. While this retention and completer data are good news, the rise in completers and fewer students entering educator preparation programs at UNC exacerbates the decline in overall enrollment in educator preparation programs.

Program Enrollment Details

Available Demographic Data for UNC Teacher Candidates indicates:

- Students identifying as female account for approximately 83% of all educator preparation candidates and about 70% of the overall UNC student population.
- Students identifying as male account for approximately 17% of all educator preparation candidates and about 30% of the overall UNC student population.
- Students enrolled in educator preparation programs who identify as female account for about 86% of completers, and students identifying as male account for about 14% of completers. At the same time, among all students completing programs at UNC, approximately 72% identify as female and approximately 28% identify as male.
- The overall percentage of students identifying as Hispanic/Latine at UNC increased from about 17% in 2018-2019 to about 22% in 2022-2023. The number of students identifying as Hispanic/Latine enrolled in educator preparation programs mirrors this rise from about 15% in 2018-2019 to about 18% in 2022-2023. UNC and educator preparation programs anticipate the number of Hispanic/Latine students will continue to rise in accordance with the trends in state population demographics in Colorado.
- Data indicate that UNC saw an overall gain of about 4% in the number of students who identify as Hispanic/Latine completing programs at UNC from 2018-2019 to about 22% in 2022-2023, and a similar 4% increase in the number of program completers from educator preparation programs who identify as Hispanic/Latine.
- There has been a slight increase among UNC's overall student population for students seeking and receiving financial aid. In 2018-2019, the percentage of UNC students seeking and receiving financial aid of some type was about 74%, while the percentage rose slightly in 2022-2023 to about 77%. At the same time, the percentage of students enrolled in educator preparation programs at UNC who sought and received financial aid of some type rose from about 75% in 2018-2019 to about 78% in 2022-2023.

Assessment and Evaluation

Standards Driven Assessment and Evaluation

UNC's vision and mission highlight a commitment to educator preparation for Colorado. Furthermore, UNC educator preparation programs are designed to meet the CDE/CSBOE's Educator Preparation Standards. These standards guide curriculum development, program delivery, and ongoing program evaluation and revision. UNC educator preparation programs acknowledge that program improvement needs to be grounded in assessment data tied to the program standards. Assessment practices should provide information regarding the quality of candidates' performance as related to the established standards.

Excluding grade point average (GPA) and PRAXIS data, most of the initial teacher licensure programs (except for Special Education, where data have been collected internally to avoid additional student fees) rely on data from Student Learning and Licensure (SLL), a web-based assessment platform used to gather, aggregate, and analyze all other program level assessment data. Since SLL is structured to be explicitly tied to the required standards, the data generated inform programs about teacher candidate's (TC) performance aligned to the targeted standards, therefore identifying how programs have helped TC meet required standards. This information in return guides standards-driven program evaluation and program improvement through curriculum revision and/or improved program delivery. Program-level data are collected internally for all special education undergraduate and graduate programs through CANVAS and Qualtrics. While developing Special education curricula that align with the learning standards related to each concentration (e.g., generalist, ECSE, etc.), assignments were also developed and tied to an individual or a group of the learning standards. For each assignment, a rubric was designed to define the learning expectations and the level of performance. Instructors used the data collected from these assignments to revise the curriculum to better address competencies. Moving forward, the undergraduate Special Education Generalist program will look to utilize SLL after seeing the benefits of the tool.

Like teacher education programs, the Special Service Provider (SSP) and Administrator programs incorporate assessment throughout their coursework and field experiences. Coursework is designed to align with CDE standards and those of their respective national accrediting professional organizations. Therefore, course grades serve as one of the formative evaluation tools of students' knowledge and understanding of the specific standards within their disciplines. As highlighted in the various CDE Educator Preparation Standards matrices and syllabi for the SSP and Administrator programs, students' complete assignments designed to build knowledge and preliminary skills in the activities associated with one or more standards. SSP and Administrator programs either have their own minimum grade requirements or follow those of the UNC Graduate School.

Careful assessment of field experiences (practicums, internships) is embedded throughout the SSP and Administrator programs to determine whether students are able to effectively apply their newly learned skills. Each program has developed specific evaluation tools for their practicums and these instruments specifically measure student progress on CDE licensure standards and national standards for the respective programs. These assessment forms for each school-based experience serve as feedback tools for program improvement. That is, if students are noted to have a pattern of weaknesses in a specific standard, adjustments are

made to corresponding coursework to add greater exposure and experience in the skills related to this standard. This process allows for continuous program improvement and ensures that students are prepared to fulfill their roles as SSPs and Administrators in accordance with CDE standards for their respective disciplines.

Context

The last reauthorization began in fall 2018; however, it was not completed until May 2021. During that time, the landscape of UNC Educator Preparation Programs evolved, in part, due to several factors summarized below.

- *Science of Reading (SoR) requirement*: UNC was the first Institution of Higher Learning (IHE) in Colorado to be reviewed for reauthorization based on the legislative requirement to teach the SoR following the Reading to Ensure Academic Development Act (READ Act). UNC's faculty and administration worked over three years to revise the ECE and ELEM programs, enhance the focus on the SoR, and collect evidence to show the programs align with the CDE/CSBOE requirements. This work resulted in successful reauthorization of all UNC educator preparation programs in May 2021.
- *Impact of COVID-19 pandemic*: During the first two years of the pandemic (March 2020 to December 2021), UNC, like other IHEs, dedicated time and energy to adapt curriculum and delivery formats to an online environment. Faculty members and students adapted to teaching/learning online, coping with isolation and change, and managing constantly changing rules and expectations. Throughout, the focus remained on students' needs and a commitment to provide access and support. Although data collection continued throughout, the systematic analysis at the institutional level was interrupted due to the challenges presented by the pandemic.
- *UNC Leadership Turnover*: From 2018 to 2022, UNC experienced five leadership changes in Academic Affairs at the Dean and the Provost level. Accordingly, access to resources needed to support UNC's Educator Preparation Program faculty and programs was inconsistent. With the hiring of a new College of Education and Behavioral Sciences (CEBS) dean, in fall 2021, a more stable leadership structure was reestablished, providing guidance to form the Educator Preparation Program Assessment and Reauthorization Team (EPPART). The body of faculty experts from the teacher education programs was charged to revise existing program assessments to align with teacher licensure standards more closely. Nevertheless, there was another college level leadership change again in the summer of 2024.
- *Revision of Special Education Standards*: In the fall of 2022, the School of Special Education learned that the Special Education Generalist and Early Childhood Special Education (ECSE) Standards were to be revised in fall 2023. Due to the standard revisions, the School of Special Education (SSE) paused their reauthorization work until the draft standards were released. As a result, the SSE had a significantly reduced time frame within which to update their curriculum and assessment tools to meet the new standards.

This self-study report highlights what has been accomplished since the completion of all aspects of the last site visit (May 2021), focusing on Academic Year (AY) 2022–2023 and AY 2023-2024. Given the listed challenges, UNC educator preparation programs are confident that much has been accomplished within the programs.

UNC education faculty members are dedicated to graduating educators with the highest possible quality. Therefore, program improvement is an iterative part of the work faculty undertake. While there is room for improvement in consistency and consensus across the 32 programs, UNC's educator preparation programs regularly engage in self-study. Most of the UNC SSP programs are nationally accredited (i.e., nursing, speech-language pathologist, school counseling, school psychology, orientation and mobility) and accordingly, require regular self-study for reaccreditation. At the university level, individual academic programs are required to conduct a comprehensive program review every five years for program evaluation and continuous improvement. For example, in spring 2022, STE successfully completed the STE Licensure Program Review and strategized with the Provost to further strengthen the programs.

At the program level, faculty members reflect on the effectiveness of program design concerning the specialized knowledge and skills required by the profession in the context of the state's Educator Preparation Standards and engage in regular curriculum revision or finetuning. Common program level assessments and individual course assessment data are reviewed to provide guidance that strengthens instruction and supports TCs' knowledge and competencies through course work and clinical experiences. Available assessment data are reviewed annually by the faculty in individual programs and the CEBS dean's office to determine the program impact, which in turn guides continuous improvement efforts.

Program Level Assessments

In fall 2021 the Student Learning and Licensure (SLL) platform was adopted for centralized assessment and data management in the teacher education programs (excluding SSE). Collective work began to revise the common assessments according to EPPART's (Educator Preparation Program Assessment and Reauthorization Teams) formal proposal to, "further strengthen UNC's teacher prep programs' assessment practices." Specific tasks, outlined in the UNC EPPART Formation Proposal from the Dean, led to productive collaboration across teacher licensure programs. EPPART's effort resulted in a clearer alignment of six program level assessments to the state's standards, consistency across different programs, and more importantly, guidance for those making decisions about partnerships between programs across the campus. The convening of EPPART also supported the integration of curricula, learners, and educators across coursework and clinical experiences, tied to a shared vision of candidate proficiency and professionalism.

EPPART worked during AY 2022-2023 to revise all program level assessments, and with implementation of the new common assessments occurring in fall 2023. Therefore, this self-study report includes only one year of data from the revised program-level assessments.

The six assessment tools established for initial licensure programs in teacher education, revised/developed in 2022-23, and implemented in the fall of 2023 include the Professional Disposition Assessment (PDA); Lesson Plan (LP); Lesson Observation (LO); Teacher Work Sample (TWS); Program Completer Survey (PCS); TC Final Field Experience Feedback (FF). Subsequent sections present the Implementation and data analysis of these assessment tools.

Because the School of Special Education meets the unique needs of various populations and ages, the School of Special Education met to decide if each of the six EPPART assessment tools met the needs of their specific programs. Ultimately, the School of Special Education chose to adopt the PDA, PCS, and FF. The undergraduate Generalist program also adopted

and piloted the LP and LO rubrics. The graduate Generalist program will adopt the LP and LO rubrics for the next reauthorization period. The teacher work sample was not ultimately adopted because it would mean removing various projects already in the student-teacher experiences, such as the larger action research project completed within the generalist program practicum. The adopted assessment tools were implemented in Spring 2024. Because the school does not use the SLL platform for data management, the school created the rubrics in Qualtrics. The Spring 2024 data, along with other data collected during this reauthorization period, can be found in the SSE Data-Based Self-Study.

Assessment Rubric Design

Program-level assessment rubrics or rating guides were developed to have relevant aspects of expected candidate performance explicitly aligned with the Teacher Quality Standards (TQS) and English Learner (EL) Educator Preparation Standards when appropriate. EPPART selected the tools - and represents the teacher education faculty at UNC based on understanding of the TQS and best practices.

The Professional Disposition Assessment was developed based upon TQS standard four. The PDA is modeled on existing disposition tools developed by highly reputable teacher education programs (e.g., California State University, San Marcos; Washington State University). Based on an analysis of the standards and faculty consensus, the PDA consists of two levels of performance: a candidate either demonstrates or does not demonstrate the expected professionalism and dispositions.

For the Lesson Plan and Lesson Observation, CDE's Rubric for Evaluating Colorado Teachers was used as a model for rubric development. The rationale for aligning these assessment tools with CDE's teacher evaluation rubric was to prepare TC for the way they will be evaluated when hired as a teacher in a Colorado classroom.

The Teacher Work Sample and Program Completer Survey were revised to align with the TQS more explicitly. Rubrics were developed to indicate different levels of performance. All rubrics, except the PDA and the TC Final Field Experience Feedback, have three levels:
- Developing: demonstrates only basic understanding and minimal or poor application or needs assistance to demonstrate needed skills. This level is unacceptable at the program's completion.
- Meeting Expectations: has achieved the same level of proficiency as a well-prepared first year teacher, i.e., independent application of knowledge and skills.
- Exceeding Expectations: demonstrates knowledge and skills; exceeds expectations for well-prepared first year teacher.

In the SSPs and Administrator programs, the CDE matrices identify the CDE standards and the specific courses where the knowledge or skill is taught and the method of evaluation. Because each of these programs is so discipline-specific, there are no common assessment tools used across all programs. However, the strategies for assessing student progress and outcomes are similar in that they typically include evaluation of grades, annual performance including dispositions, skill application during field experiences (practicums, internships), and a capstone assessment (e.g., PRAXIS, case studies, portfolio).

Evaluation Processes for Elementary, Early Childhood, Secondary & K-12 Programs

Assessment of TCs is ongoing throughout the program. The common program-level assessment tools are used to evaluate TCs' performance at different stages. At the same time, the information and data gathered through these assessment tools inform program areas and teacher preparation program leaders about the strengths of the program and areas for improvement.

- **Common assessments:**
    - The PDA is used at least three times: practicum 1, practicum 2, and student teaching. If there is only one practicum in the program (such as those of graduate licensure programs), it is used twice in practicum, and at least once in student teaching.
    - LP and LO are conducted in both practicum and student teaching.
    - TWS and PCS. At program completion, all aspects of the candidate as a future teacher are evaluated.

In addition to the six common program-level assessment tools, three checkpoints (i.e., initial admission, full admission, and application for student teaching) are used to review TCs' readiness to move forward.

- **Checkpoints:**
    - Initial Admission ensures TCs' completion of required fingerprint background check. It also introduces TCs to the structure of the teacher licensure program at UNC, the teacher licensure standards for licensure programs, and expectations for professionalism and disposition.
    - Full Admission reviews TCs' grade point average (GPA) and appropriate readiness as a professional.
    - Application to Student Teaching ensures readiness for instructional planning and implementation and continuous growth for professionalism and disposition.

Other documentation regarding a candidate's professional readiness may be used at any point in their program for the candidate to move forward.

Program coordinators work with the program area faculty on a semester or annual basis to review assessment data to identify support that the TCs require or if there is a need for course/program adjustment. This data review process informs decisions regarding ongoing program improvement.

On a semester or annual basis, program coordinators work with program area faculty to review assessment data. This data review process helps identify needed candidate support and informs decisions regarding ongoing program improvement.

The recent adoption of SLL enables programs to review aggregate data and target the required standards more efficiently. Multiple uses of the same assessment tools throughout the program focus on assessing TCs' achievement at different stages of the program thus documenting their growth from enrollment, through student teaching.

Reporting Systems

Since the last reauthorization visit, UNC actively sought an efficient systematic reporting process focusing on assessment data for teacher licensure programs. Previously, the less

centralized operation of the teacher licensure programs across campus led to inconsistency in program–level assessment tools. As a result, it was challenging to aggregate data across program areas, an issue noted by the CDE/ Colorado Department of Higher Education (CDHE) during the last reauthorization. This lack of commonality in assessment data collection and inconsistency between programs was indicated as an Area for Improvement (AFI) (See AFI, A and D in the Appendix) in the last reauthorization report by the CDE/CDHE.

Different UNC educator preparation programs have always used a variety of assessment tools, strategies, and reports to monitor program success and growth areas. These reports include but are not limited to the following:
- CDE Educator Preparation Program (EPP) reports
- Course evaluation reports: see Example of Course Evaluation
- Comprehensive program evaluation reports: See STE Licensure Program Review 2022 as an example
- Degree Works: GPA reports of candidates in programs
- Power BI- provides UNC's enrollment/retention reports
- PRAXIS exam data from ETS: teacher candidates' scores
- PRAXIS exam analysis of passing scores from UNC Licensure Office: see Praxis Trends and Observations 2018 – 2023 and UNC Praxis Analysis 2021 as examples.
- UNC Progress Report identifies students who are struggling at mid-term.

In addition to the common evaluation tools, individual programs complete Professional Improvement Plans (PIP) when a candidate struggles to meet program expectations. The completed PIPs may be used as data by program areas and college Advising Centers to support TCs and program improvement. The federally required Title 2 report, which includes several different program areas, allows for high level reflective practice on the trends within and across teacher education endorsement areas at UNC.

Since the adoption of SLL, redefined leadership responsibilities, and the formation of EPPART, systematic and consistent program level assessment practices have been established. In the new system, program level assessments developed by EPPART are collected through SLL. SLL generates standard-driven data after aggregating and analyzing completed assessments that are shared with individual programs at least annually. The faculty in individual program areas review data generated by SLL and make decisions concerning program improvement, often in the form of adjusted support for TCs or revised programs. Since several program assessment tools are aligned with CDE's teacher evaluation assessment tool, candidate performance can be compared to teachers as they are evaluated by school administrators and by reviewing the CDE EPP reports.

Programs that do not utilize SLL have developed specific processes for data-driven program assessment. For example, Special Education gathers program–level student performance data from targeted, evaluated work and assignments (including data from the common assessments) that students complete through their courses in Canvas (i.e., UNC's learning management system (LMS)). These data are compiled to provide an evaluative perspective of how students are mastering the skills and knowledge of the associated program standards. The School of Special Education looked for efficient models to gather and analyze these data without placing additional financial burdens on TCs. However, the undergraduate Special Education Generalist program has decided to begin using the SLL system in AY 2025-2026. The SSE will consider the use of SLL for other programs in the future.

SSP and Administrator programs use several assessment methods to monitor student progress. As noted, student GPA ensures that students are successfully moving through the curriculum and meeting a minimal level of success in each course and throughout the program. Programs complete an annual evaluation of each student enrolled in a licensure program as part of their accreditation requirements. In addition to grades and annual reviews (which include academic and disposition items), students' field experiences are evaluated at mid-point and at the end of their field experiences (practicums and internships). Finally, SSPs require different types of capstone projects or assessments (e.g., comprehensive case studies, portfolios demonstrating knowledge/skill, PRAXIS exam). The assessment methods used by each SSP are aligned with the expectations of CDE licensure standards and national accreditation standards to meet the rigorous standards put forth by each of the respective accrediting bodies.

SSP and Administrator programs embed specific competencies in their evaluations for each practicum/field experience that align with CDE licensure standards and national standards for the respective programs. Students must successfully complete their practicums before advancing to their culminating field experiences (e.g., internship). This final field experience is evaluated by a site supervisor conjointly with a university supervisor (US). In addition to the evaluation of clinical skills, students typically complete a capstone test or product demonstrating their knowledge and/or application of this knowledge. For example, in the Administrator programs, students complete a portfolio that addresses the program requirements and the CDE administrator licensure standards. In the School Psychology program, students must successfully pass the school psychology PRAXIS exam and successfully complete two comprehensive case studies.

Connection to Self-Study Cycle

The revitalized assessment system that UNC's teacher education programs have implemented is closely aligned with the self-study cycle referenced in the CDE Reauthorization Guide and the feedback by CDE identifying Areas for Improvement during the last reauthorization. UNC took the state's recommendations seriously and has worked to address each one as shown in the Appendix. The iterative and reflective nature of programs is based on multiple evaluation measures throughout and at the end of the programs, each explicitly aligned with the teacher licensure standards. Accordingly, this process enables programs, the faculty, and administrators to make informed decisions for continuous improvement and, ultimately, to graduate educators who are thoroughly prepared to be effective educators in Colorado and across the nation.

The following sections describe the work undertaken as part of this self-study and the lessons learned. The sections are organized according to the CDE State Reauthorization Guide and the guiding questions.

Domain 1: Program Design

1-1 Program has a shared vision and values.

What are the core values and shared vision of the program?

UNC's statutory mission notes that UNC:

- Is a comprehensive baccalaureate and specialized graduate research university with selective admission standards;
- Is the state's primary institution for degree programs that prepare educators;
- Offers master's and doctoral programs primarily in the field of education;
- Has the responsibility to offer graduate programs for educators statewide;

In 2000, UNC's Board of Trustees adopted a broader and more descriptive Mission and Values that expressed a commitment to excellence, teaching and learning, diversity of thought and culture, intellectual freedom, and equal opportunity. UNC's strategic plan, *Rowing, Not Drifting 2030*, highlights five vision elements: Students First, Empower Inclusivity, Enhance and Invest, Innovate and Create, and Connect and Celebrate.

UNC educator preparation programs share the same vision and values at the program–level, believing that their distinctive service to society, specifically the field of education, can only be offered in a student-centered atmosphere of integrity grounded in honesty, trust, fairness, respect, and responsibility. Therefore, UNC educator preparation programs are committed to promoting an environment in which academic integrity is valued and expected, excellence is sought and rewarded, teaching and learning flourish, diversity of thought and culture is respected, intellectual freedom is preserved, and equal opportunity is afforded. Collectively, it is the mission of UNC educator preparation programs to contribute to the betterment of society through research, professional service, and the preparation of individuals who are skilled, lifelong learners and are professionally prepared to live and contribute effectively in a rapidly changing, technologically advanced field of education.

While academic units hosting educator preparation programs may have differently worded vision/mission statements, the statements reflect UNC's shared vision and values. For example, the School of Teacher Education's (STE) mission focuses on preparing educators, stating:

> *The School of Teacher Education exists to provide a high-quality professional preparation program for educators in an inclusive, safe, and committed to equity and in partnership with* PreK-12 *schools.*

The School of Teacher Education vision states the future graduates will:
- Be representative of the diversity of the nation;
- Be confident in their knowledge of content and pedagogy;
- Be able to converse confidently and professionally with any parent, administrator, colleague, scholar, or community member;
- Be scholarly, independent, critical thinkers; and thoughtful decision-makers; and
- Be resilient, pragmatic, tough, idealistic, caring, and joyful.

This mission and vision reflect four of the five key elements of UNC's vision of Rowing, Not Drifting 2030: Students First, Empower Inclusivity, Innovate and Create, Connect and Celebrate**.** Students First and Empower Inclusivity are integrated in the School of Teacher Education mission/vision articulation of a desired learning environment and Teacher Candidates (TC) preparation for success. A strong partnership with PreK-12 schools is a result of innovating, creating, and connecting for mutually beneficial learning opportunities.

The faculty of the School of Special Education believe:

- Students with disabilities and students with gifts and talents are part of a larger community of diverse learners;
- All students can learn when provided with effective specially designed instruction, advocacy, and supports;
- All students can excel when they are held to high standards and expectations; and,
- The larger mission of education is best served when educators collaborate with students, families, and related services professionals.

This vision shared by all programs when preparing future educators is grounded in the Teacher Quality Standards (TQS). All programs work to equip TCs with the relevant content and pedagogical knowledge; skills to establish a safe, inclusive, and respectful learning environment for a diverse population of students; the ability to plan and deliver effective instruction that facilitates learning for all students; and professionalism demonstrated through ethical conduct, reflection, and leadership.

Academic integrity is reflected in the continuous efforts of the faculty to improve teacher education's curriculum and instruction. UNC is committed to the preparation of educators through a teacher-scholar model in which faculty are engaged in teaching and research that inform each other. Additionally, the faculty in the College of Education and Behavioral Sciences (CEBS) are expected to demonstrate effective pedagogy that fosters learning. Faculty across campus are encouraged and supported to deliver excellence in teaching and to serve as role models for many students participating in UNC educator preparation programs. In fact, 60% of faculty workload evaluation is generally based on teaching. CEBS faculty regularly earn teaching awards at the University level (e.g., Sears Helgoth). Recently, the Center for Excellence in Teaching and Learning (CETL) has provided workshops to faculty across all colleges, focusing on pedagogy for diverse student populations, which is part of the effort to promote effective teaching, equitable and inclusive learning environments, as well as respect for diversity.

1-2 Program design demonstrates developmental sequence and progression across all program pathways.

How is the program designed? Why? How are these reflected in the program map and narrative?

All teacher licensure programs, initial or added endorsement, are designed according to expert knowledge of best practices for developing teachers. This knowledge includes regulations established by the Higher Learning Commission (HLC) and federal rules, state rules and regulations, and most importantly, the state Educator Preparation Standards. UNC has been the leader in teacher education for over 130 years in the state. The faculty hired to teach in UNC's Educator Preparation Programs are scholars and teachers in the profession of educator preparation. The expert knowledge that faculty members possess enables each program's design to embrace the latest developments in research-based best practices to ensure exceptional quality in educator preparation. As an accredited Institute of Higher Learning (IHE), federal and HLC rules are followed in the program design, such as those for credit hours and four-year sequence. State rules through legislation led to numerous revisions or redesign of UNC educator preparation programs. Finally, program revisions occur due to new or revised CDE/CSBOE educator preparation standards.

For example, language for the Elementary Education (ELED) program states that:

The undergraduate elementary education program is designed to provide sustained support for the teacher candidates' development of content, pedagogical, and pedagogical-content knowledge, as well as the requisite practicum skills to work effectively with elementary school-aged children. To this end, candidates begin their program taking content courses related to teaching and learning generally and the academic subjects they will eventually teach. At the same time, they participate in a series of organized field experiences, embedded in coursework, that provide opportunities to further develop their knowledge and skills. This work culminates in a three-semester series of practicum and student teaching experiences. These experiences cement their prior learning and extend it into a mastery of and pedagogical expertise in the content areas they will teach in schools.

The Principal and Administrator licensure programs are designed according to research-based best practices for developing teachers, regulations by HLC and federal rules, state rules, and most importantly, the state [Educator Preparation Standards](). All faculty members teaching courses in these programs have been school and/or district administrators and possess a terminal degree in Educational Leadership. Every year, an Advisory Board is convened to gather input ensuring the programs meet the needs of school and district leaders in the field. CDE rules are closely followed in both the design and regular updating of both programs. Program updates align with the Colorado Principal and Administrator Standards and associated Educator Preparation standards.

The six Special Service Provider SSP programs offered at UNC are accredited by their respective professional organizations at the national level. Their programming is developed to align with the standards of these organizations as well as the CDE SSP standards and the discipline specific standards. The faculty within these programs are well-prepared in their respective disciplines, and those in School Counseling and School Psychology have experience in their disciplines. The other SSP programs (e.g., Nursing, Audiology, Speech Language, and Orientation and Mobility) prepare students for a variety of different settings depending on their career goals, with practice for the school setting offered as a potential emphasis. Therefore, the faculty members in these settings tend to have broad experiences across different contexts.

Oversight for UNCs teacher education programs including program design, implementation, evaluation, and advising resides across three groups: (1) the program faculty, (2) college-specific curriculum committees, and (3) the Professional Education Council (PEC) as the governance group for teacher education. Each of these groups is charged with specific responsibilities. The program faculty, for instance, develop academic content through course creation and revision. This development, once approved by the program faculty, is reviewed by college-specific curriculum committees. In these committees, the course content is presented and discussed for its academic merit, its appropriateness for program placement, and its impact on other programs. If approved, the curriculum then moves to PEC, where it is again presented and reviewed for approval to further ensure that any program revision or development meets the Colorado required Teacher Licensure Standards.

For UNC's Principal and Administrator preparation programs, full-time faculty, adjunct faculty members with specific expertise, as well as superintendents and human resource district leaders help shape the program design, implementation, evaluation, and content updates which are then reviewed by the college-specific curriculum committee. The process is similar to the previously explained UNC educator preparation programs process. The CDE standards

matrices serve as the program map, showing how the required courses address the required standards.

SSP programs share processes like the initial licensure and principal/administrator programs when developing and revising their curriculum. In addition to ensuring courses align with relevant CDE Educator Preparation standards and the national professional standards, program faculty use feedback from supervisors, students, and employers to hone program elements. Additionally, student performance on course assessments, field work evaluations, and capstone assessments/projects to revise curriculum to ensure that students are learning the content and skills needed to successfully complete their programs and enter their respective fields.

In sum, all program pathways have specific course sequences supporting Teacher and Educator candidates in their development into novice professionals. These course sequences are available on the university website as general information within the interactive UNC Catalog with academic advisors, and as a part of the degree audit system, Degree Works. Degree Works is an electronic tool for students, advisors, and program coordinators to track candidate progress toward completion through their respective programs.

1-3 Program identifies candidate thresholds or developmental benchmarks to track candidates' development and progression across learning experience, including checkpoints, and aligned evidence.

How do candidates experience the program?

How do candidates experience the core values and shared vision of the program?

Student Plans of Study and Academic Advising

UNC uses Degree Works to help students track their individual progress through their degree program. This platform lists the courses required for program completion, designates when courses are completed, and lists additional program requirements (e.g., GPA requirements, licensure test requirements) that must be met. Undergraduate students are introduced to Degree Works by academic advisors during New Student Orientation and during their first advising appointments with their college advising center. Graduate students are introduced to this program through their advisor or program coordinator. Students meet with their designated advisor each semester to monitor their progress and use various advising tools within Degree Works (e.g., GPA calculators, course audit, explore requirements for changing a major/adding an endorsement, etc.). Students can see their semester courses mapped out via their Plan. Degree Works can be used to identify issues related to program completion and whether students meet individual course grade prerequisites. Individual course grade prerequisites function as one of the indicators of TCs' academic performance and many courses have such a requirement. The university registrar uses Degree Works to ensure TCs meet all eligibility requirements for course registration and graduation. If a candidate fails to meet a course grade prerequisite requirement, the candidate will not be permitted to enroll in the subsequent courses required by the program. This action includes an email to the course instructors notifying them of changes to course enrollment.

Beginning in fall 2023, the UNC undergraduate catalog began listing a four-year plan for each program in a prominent way to show course sequence and to guide students' progression in their studies. Thus, students can review the four-year plan in the catalog or through their

specific plan in *Degree Works*. For transfer students under the Statewide Transfer Articulation Agreement (STAA), four-year plans are developed to help TCs understand program sequence and progression while studying at a Colorado Community College (CCC) prior to transferring to UNC as a third-year student.

Similarly, the UNC graduate catalog lists the required courses and available electives for each degree. Historically, graduate students completed a "plan of study" with their advisors, which was then entered into Degree Works. With the increasing use of technology, 'plans of study' will be based on program specific required courses as listed in the Graduate catalog and will automatically feed into Degree Works without the need to create a separate document.

Undergraduate advisors use a tool called Navigate to document their communication with students, enhance their communication with one another, and create continuity in their advising for each student. Advisors enter advising notes, guiding students through their specific program in Navigate Unlike Degree Works, students cannot access Navigate. Navigate is only accessible by applicable faculty and staff, serving as a documentation and collaboration platform for advisors and instructors. The use of clear communication regarding programming in the university catalogs, Degree Works, and Navigate helps ensure that all students understand program requirements and their progress within their programs.

All graduate and undergraduate programs require TCs to attend orientation meetings during which specific program requirements and scheduling needs are discussed. Advising, across all levels of study, is a critical component within each program and ensures that TCs are fully informed regarding their programs of study. While some undergraduate programs (e.g., Elementary Education, Early Childhood Education, and Special Education programs) have dedicated professional advisors, all programs facilitate direct contact with faculty advisors. For example, secondary teacher preparation programs have dedicated faculty advisors. All undergraduates have a four-year plan of study and require a personal identification number (PIN) to register for classes each semester. Students obtain their PINs by meeting with their academic advisors before registration to discuss registration needs and their plan of study for program completion. Candidates in graduate programs are assigned faculty advisors when enrolling in UNC's programs. They work directly with their designated faculty advisors developing their plans of study and registering for classes to ensure timely graduation. In the School of Special Education, graduate program coordinators may also develop advising CANVAS shells that provide program information that candidates have access to throughout their program. These shells keep candidates informed of program requirements and update them about any changes in these requirements. They may also provide individual and group advising sessions to check on students' academic progress, answer questions, and review the remaining program requirements with the students.

Within the teacher education program, additional support is provided through a combination of advising, checkpoints (for relevant programs), and program level assessments at preidentified stages identify whether TCs have met appropriate developmental benchmarks. These benchmarks help program faculty track TCs' development and progression across learning experiences related to their preparation. UNC teacher education faculty members take pride in what they do for establishing and implementing these thresholds or benchmarks.

Undergraduate and graduate advisors and faculty members play an important role in helping students choose electives aligned with their career goals. They facilitate progression through the program in a flexible way to meet the diverse needs of UNC's student population, while

aligning with state licensure requirements. In this way, UNC attracts and retains more prospective TCs than a more rigid or limiting set of pathways may allow. At times, the recommended program degree plans are revised to accommodate student needs.

UNC continues to seek ways to be flexible in the delivery modality of educator preparation programs offered to students in teacher education, educational administration, and SSPs (e.g., online completion programs, stackable credentials, Center for Urban Education Paraprofessional Program). Further, to overcome barriers such as those related to acceptance of transfer courses at the undergraduate level. Further, to overcome barriers such as those related to acceptance of transfer courses, UNC's administration committed to supporting a new generation of college students through a renewed STAA which triggered a series of curriculum revisions making it easier to accept eligible transfer courses.

Checkpoints

In addition to regularly scheduled advising meetings with full-time professional advisors and faculty members, undergraduate programs in teacher education include required in-person "checkpoints" that provide information to TCs concerning specific program experiences (e.g., practicum, licensure exams). These checkpoints, along with program-specific courses (e.g., EDEL 101, EDSE 270, STEP 161), ensure ongoing programmatic advising. These checkpoints ensure appropriate sequencing and progression of coursework for each teacher candidate as they move through their degree and licensure program.

Previously, checkpoints were used to assist students in completing the paperwork for their student teaching experience. However, it was decided that in-person interactions would better suit the needs of UNC's diverse student population. By convening students in-person, it increased student understanding of program requirements, the sequence of their programs, and gave them the opportunity to ask questions. Mandatory in person face to face checkpoints occur throughout a student's program. These mandatory checkpoint meetings give students and faculty the opportunity to interact and ensure each student is progressing successfully through their program, while also providing an opportunity for students to complete checkpoint requirements as thresholds (see below) in a supportive environment.

Checkpoint 1 for Initial Admission has the following requirements:
- Background check
- Oath and consent
- Major content approval for moving forward*
- Candidate's acknowledgement of education requirements

Checkpoint 2 for Full Admission has the following requirements:
- Completion of Checkpoint 1
- Oath and consent
- Major content approval for moving forward including GPA check*
- Evidence of plan to take required PRAXIS exam
- Demonstration of plan for completing Culturally Responsive, Trauma and Evidence Informed Practices requirements.

Checkpoint 3 for Application for Student Teaching has the following requirements:
- Completion of Checkpoints 1 and 2.
- GPA

- Passing score on PRAXIS exam as required by the program.
- Oath and consent
- Major content approval for moving forward*, including Satisfactory Professional Dispositions Assessment (PDA), Lesson Plan (LP), Lesson Observation (LO) evaluation
- Candidates' signed Statement of Understanding of Student Teaching Placement Policies and Procedures
- Demonstration of completion of Culturally Responsive, Trauma and Evidence Informed Practices requirements.

* For undergraduate elementary programs, due to volume, the program is exploring more efficient ways to monitor major content approval.

As noted, program requirements are also published in the UNC catalog, available individually through Degree Works, and reinforced regularly in-person at each of the three checkpoints. Please refer to Power Points of [Initial Admission to PTEP](#), [Full Admission to PTEP](#), and [Application to Student Teaching](#) for content.

The undergraduate special education students follow checkpoints one and two, and the School of Teacher Education manages these checkpoints. The School of Special Education manages checkpoint three. It includes passing all relevant PRAXIS tests, maintaining a 3.0 GPA, completing all relevant courses needed before student teaching, signing the oath and consent, and completing the practicum application. Graduate-level programs complete a self-paced course for checkpoint one, which requires the above checkpoint elements. They also complete the last checkpoint before practicum, including passing relevant licensure tests, maintaining a 3.0 GPA, completing all relevant courses needed before practicum, and completing the practicum application.

In addition to the required checkpoints, different Secondary and K-12 program areas have developed specific ways to support the students via advising:

- **Mathematical Sciences:**
  - Program coordinators lead mandatory large group advising sessions twice per semester prior to registration.
  - Virtual and in-person advising sessions accommodate students' schedules and locations to communicate upcoming due dates, changes in course sequences, information for checkpoint applications, peer feedback, etc.
  - Summaries of the advising sessions shared with department advisors.
  - Besides the large group advising sessions, students meet with their faculty advisor to check-in, review degree plans, and receive their PIN.
  - Peer mentors serve as a resource for communicating program information, developing monthly newsletters, answering registration questions, preparing for the PRAXIS exam, and helping to build community among program students.
- **Performing and Visual Arts:**
  - Dedicated advisors for K-12 Music, Theatre, and Visual Arts Education majors.
  - Advisors meet with each student every academic semester to make sure they register for and/or complete the Checkpoint requirements.
- **Physical Education**:

o Faculty members meet individually in-person or virtually (to accommodate for students' schedules and needs) with each student once per semester to review their progress plan, paying attention to checkpoints.

o An advisor from the NHS Advising Center currently provides academic advising to freshmen and sophomore students with strong PE faculty support, while faculty provide academic advising to junior and senior students. Once the current junior and senior students have graduated in the coming years, however, the NHS advisor will provide all academic advising with regular support from the faculty to ensure updates and accuracy for the program of study.

o Beginning in 2023, PE faculty joined a mentoring pilot program for the College of NHS, where rather than spending time with academic advising, they serve as faculty mentors to students in the program. This program provides guidance and support to students in areas both within and beyond their academics. The mentoring meeting replaces what used to be an academic advising meeting and involves check-ins with students to ensure they are on track and provide another layer of support to improve retention in the program.

● **Secondary Science Education:**

o Upon acceptance into the program, Program Advisors schedule an individual meeting with students to review the requirements of the Professional Teacher Education Program (PTEP), Secondary Teacher Education Program (STEP), Secondary Science Education (SCED), and Science (SCI) courses, as well as to discuss critical deadlines and general information about their content area.

o Starting in the fall 2024, there will be an introductory session at the beginning of the semester for all secondary science pre-service teachers within the program. This session will allow students to meet and discuss any issues or concerns.

o Students receive primary advising through the NHS Advising Center. The Advising Center works in conjunction with the secondary faculty mentor to ensure that students are covered in all aspects of advising.

o The Science Education program coordinator plays a pivotal role as a liaison between the faculty in the science education programs in NHS and the teacher education faculty in EBS This role is crucial in assisting students in navigating the requirements of both colleges.

● **Social Studies**:

o Once per year mandatory advising and orientation meetings are held in the second week of the fall semester for all Social Studies Education majors.

o The meeting provides all Social Sciences majors with the same information concerning program requirements and allows them to connect with other future teachers.

o Additionally, faculty members in Social Studies work with the College of Humanities and Social Sciences (HSS) advising center and the History faculty advisory team to ensure understanding of the full scope of the STEP program requirements.

o Social Studies Education faculty members must sign off on the major content approval form, thus guaranteeing a personal connection is made and expert faculty advising is provided several times during the program.

Graduate Programs also have advising sessions, as the following examples show:

● **Special Education**:

o The program coordinator develops the plan of study for the students when admitted
o Students receive a communication from the Graduate School that includes a welcome message from the program coordinator, identifies their academic advisor, and invites them to contact and schedule an initial advising meeting.
o There is ongoing communication between the academic advisor and students each semester.
o Since the School of Special Education offers different graduate programs, additional advising support might be available to meet the needs of the students in those programs. For example, the academic advisors may offer virtual individual or group advising sessions per semester to check on students' academic progress, allow them to ask questions, or review the next steps in completing the program requirements. Another example is offering advising CANVAS shell, where students have access to all the program information throughout their program. The last example is that an academic advisor may develop a course sequence sheet that represents a road map to complete all the program requirements.

- **Principal and Administrator licensure programs**:
  o Program advisors provide students with their plan of study when admitted.
  o Orientation sessions are held for each cohort to go over the program's format and major features, including pacing, expectations, and key assessments. These sessions also provide an opportunity for students to get questions answered.
  o There is ongoing communication each semester regarding progress and future course registration for each student.
  o Program completer sessions are held before students' last semester to go over the comprehensive exam directions, internship portfolio submission, graduation paperwork, and to answer student questions.

- **MAT licensure programs (Elementary Education and Secondary Pedagogy):**
  o The program coordinator is the academic advisor.
  o A program orientation/group advising meeting is held each April, prior to the May start of the program, in which the course of study and other programmatic advising elements are presented and discussed.
  o In the middle of the first semester (July), a Practicum Orientation and Student Teaching Application meeting takes place. This meeting prepares students for field work and serves as a group advising time.
  o At the end of the second semester (December), students must attend Student Teaching Orientation.
  o A final advising session at the end of Student Teaching occurs in May.
  o In addition to these group advising sessions, there are monthly seminars (September through May) that accompany the field work, and there is time for advising (individual and/or group) before, during, and/or after these meetings.
  o The program coordinator is available for one-on-one advising, scheduled as needed and taking place during weekly office hours or at the students' convenience.

Program level assessment as benchmarks

UNC focuses on data driven high quality education programs. All educator preparation programs have established benchmarks their students must meet to progress through the program. Data from these benchmarks serve as program level assessments that help identify strengths and weaknesses. For the teacher preparation programs, the following assessments serve as benchmarks for TCs' progression through their programs.

The following six assessment tools have been established for initial licensure programs, revised in 2022-23, and implemented since the fall of 2023:
1. Professional Disposition Assessment (PDA): designed to assess the growth of TCs' professionalism and disposition throughout the program. The PDA is completed in all programs: at least during practicum, at the beginning of student teaching, and at the end of student teaching by the TC, mentor teacher (MT), and university supervisor (US) depending on the stages of the program.
2. Lesson Plan (LP): Designed to assess TCs' knowledge and skills for instructional planning at the stages of practicum and student teaching.
3. Lesson Observation (LO): Designed to assess TCs' skills in instructional implementation at the stages of practicum and student teaching.
4. Teacher Work Sample (TWS): Designed to assess TCs' knowledge, skills, and disposition for instructional planning and implementation in student teaching as the last stage of the program.
5. Program Completer Survey SLL (PCS): Designed to evaluate candidate's overall achievement as a completer in knowledge, skill, and disposition as tied to TQS. The PCS is completed by the TC, MT, and the USs for triangulation.
6. TC Final Field Experience Feedback (FF): Designed to have TCs provide feedback regarding their field placement and experiences, the support they receive from the MTs and supervisors to identify the areas of professional development for MTs and supervisors.

As shown in Figure 2, the different stages of UNC's teacher preparation programs encompass five *components* through three stages: Content Studies (including *content knowledge preparation through licensure area content knowledge courses* and *pedagogical knowledge development through PTEP courses*), Clinical Experiences (including *practicum/practicums* and *full-time student teaching*), and Exit.

Figure 2
Program Level Assessment Used throughout the Teacher Preparation Programs.
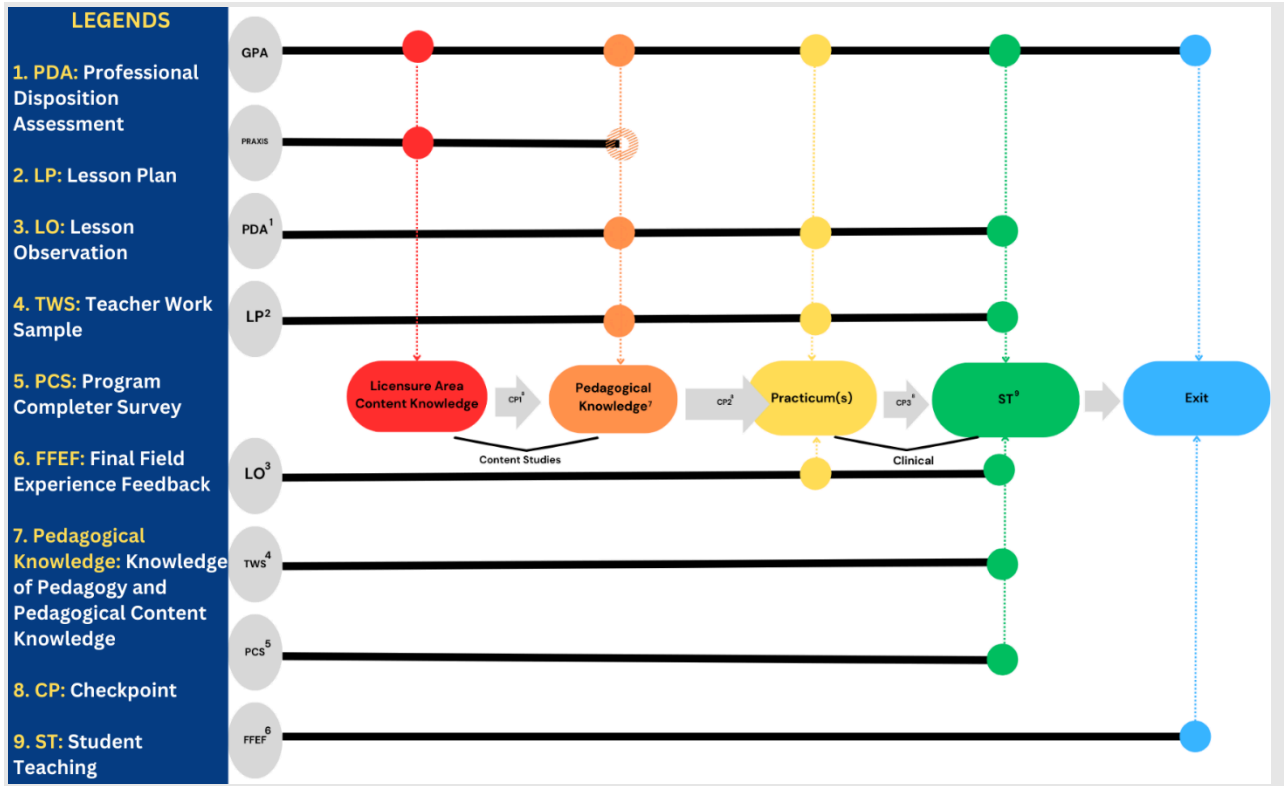
At the program level, multiple measures are utilized at various stages to assess TCs. GPA is used for all five components and with each checkpoint. At least two measures exist for each stage and component. The most heavily assessed component is student teaching due to its nature as the culminating program experience at the undergraduate level. During student teaching, five measures are used in addition to GPA. These different assessment tools provide key information regarding TCs' performance in all required areas as connected to the teacher licensure standards. In addition, TCs' feedback regarding the effectiveness of their field experiences, including the effectiveness of MTs and supervisors, is collected for program improvement through a Final Field Experience Feedback evaluation.

TCs' academic performance is continuously monitored at the course level through the undergraduate level Progress Report which is a mid-term report for students who are struggling. Around the 5th week of classes, the Assistant Vice President for Student Academic Success sends a Request for Feedback for undergraduate students who participate in specialized academic programs or are identified as someone of concern in their academic program. Instructors receive an email with a hyperlink to a page allowing them to indicate which of the students included in the request may be having difficulty and to specify the reason for that difficulty (e.g., excessive absences). Instructors may also complete progress reports for students not initially included in the request. For example, if a faculty noted a sudden change in student attendance or performance, they could complete the report to alert the student's advisor. Reports are shared with the student by the advisor/academic coach to promptly address identified issues. Feedback to the student may include using student/office hours to meet with instructors to discuss questions they have or to gain a better understanding of other support strategies. For more details about UNC's effort to support students, please refer to the Center for Teaching and Learning's Promising Practices Toolkit website for faculty and UNC Support for Students website for students.

Flexibility is provided when issues occur; TCs work with their academic advisor and the program area faculty to develop an actionable plan for meeting the requirements moving forward. For example, the PDA can be administered at any time in a candidate's program. A course instructor or coordinator may complete an additional PDA if a situation warrants (e.g., if they are also completing a [Professional Improvement Plan](#) formerly a Concern Form). PDA data are gathered via SLL for both immediate identification and long-term analysis. Furthermore, if a candidate's performance is not satisfactory for PDA, LP, or LO by Checkpoint 3, the program area is required to file a PIP for helping the candidate achieve a satisfactory level of performance before being allowed to move forward.

Program level assessments are formally documented via SLL. The implementation of these assessments starts as benchmarks in PTEP courses. Therefore, the PDA may be used in any pedagogical content course or field experience. For example, several programs (English, MAT in Elementary Education and Secondary Pedagogy Licensure, Physical Education, Special Education BA, K-12 Theatre Arts, etc.) use an initial PTEP course or a methods course to have TCs self-evaluate their professionalism and disposition to become familiar with the program requirement for professionalism and disposition. One exception to this is how TCs in the undergraduate Elementary Education program complete and submit a PDA in EDEL 101, where it is used as an early-program self-evaluation.

All undergraduate programs must implement the program level assessments once the TCs start taking methods courses and completing courses in the field. In methods courses, lesson planning is evaluated by course instructors. In practicum, PDA and LO are conducted by both the MTs and USs. Additionally, some programs encourage TCs' self-evaluation through video recorded lessons. Lesson plans produced in the field during practicum are also evaluated by USs. During student teaching, the TWS is evaluated by USs and/or by faculty, depending on the program. At any given stage, an unsatisfactory result of an assessment may signal that a candidate needs additional support to progress. The Program Completer's Survey is completed by student teachers, MTs, and USs towards the end of student teaching in all undergraduate programs.

For assessments implemented in the field, MTs and USs are given access to SLL, and all TCs have an account for uploading assignments and projects. Specific responsibilities of MTs and USs are listed and described in the [Field Experience Handbook for MTs and University Supervisors](#). As the liaison between UNC and the placement school site, the US communicates with the program coordinator about any issues in the field.

The new or revised program level assessments have been implemented since the fall of 2023. Thus, one year of data is available at the time of this report. One semester of data from fall 2023 show how the TCs perform based on these assessments explicitly aligned to the state standards.

SLL has the power to generate data aggregation by assessment elements or standards into three groups: assessment done by the teacher TCs, the classroom MTs, and the USs. The data provided in this self-study focus on the [Program Completer Survey (PCS)](#) data since it is conducted at the end of the program during student teaching, embracing all TQS including English Learner (EL) Standards. PCS is the most comprehensive assessment tool among the five used across the teacher preparation programs.

PCS is used by TCs for self-evaluation and by MTs/USs for candidate evaluation. The number of assessments completed by different stakeholders varies due to different program requirements in how and when data are collected. Based on SLL data collection and aggregation of [PCS Data by SLL – TQS EL](#), MTs assessed at least 92% of the TCs as meeting or exceeding expectations as indicated by the four TQS at the end of the program. USs and TCs assessed at least 97% of TCs meet or exceed expectations as indicated by the four TQS. The lower rating by the MTs might be due to the context of the partner schools where MTs interact more often with veteran teachers. Additionally, because a MT sees a TC more often, their rating may be the result of combining all observations while the US evaluation is based on a one-time observation for which the TCs prepare more thoroughly.

Even though the percentage of TCs meeting expectations varies among the three stakeholders, growth areas identified by all three parties show a pattern that can be used for program improvement. For any one group of raters (e.g., MT, TC, US), the three standard areas that had the most candidates rated as 'Developing' were identified as the top three areas for growth from this group. Raw data collected via SLL is available upon request. Table 1.3.1 summarizes the top three areas viewed as Developing by each stakeholder group:

Table 1.3.1
Top three areas for growth based on percentage of candidates evaluated as Developing by Mentor Teacher (MT), Teacher Candidate (TC), and University Supervisor (US)

Standards	Elements	MT (N=63)	TC (N=119)	US (N=65)
3. B.	Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.			
	● Engages in formal and informal (both formative and summative) methods to assess student learning.	9.46%	3.85%	3.08%
	● Uses assessment data to provide feedback to students, families, and other relevant colleagues/stakeholders, and uses relevant data to reflect on their teaching effectiveness to inform future planning and instruction.	13.51%	3.85%	3.00%
4. C.	Teachers are able to respond to a complex, dynamic environment.		3.85%	4.62%
2. D.	Teachers work collaboratively with families and/or significant adults for the benefit of students.		3.85%	
1.C	Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.	9.46%		

The comparison shows two growth areas identified by multiple stakeholders. All stakeholders identified standard 3.B. (*Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction)* as a growth area. Another growth area identified by TCs and USs is standard 4.C. (*Teachers are able to respond to a complex, dynamic environment).* TCs also identified standard 2.D. (*Teachers work collaboratively with families and/or significant adults for the benefit of students*) as one of the three biggest areas for growth while MTs point to standard 1.C. (*Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught*) as one of the three biggest growth areas.

The PCS tool also assesses TCs for how they meet EL standards. Based on PCS Data by SLL – TQS EL, Chart 1.3.1 summarizes the evaluation result by three groups of stakeholders. More than 95% of TCs meet or exceed expectations as indicated by the EL Standards in the eyes of MT, US, and TCs themselves.

Chart 1.3.1.
PCS ELL Fall 23 Data by Mentor Teacher (MT), Teacher Candidate (TC), and University Supervisor (US)
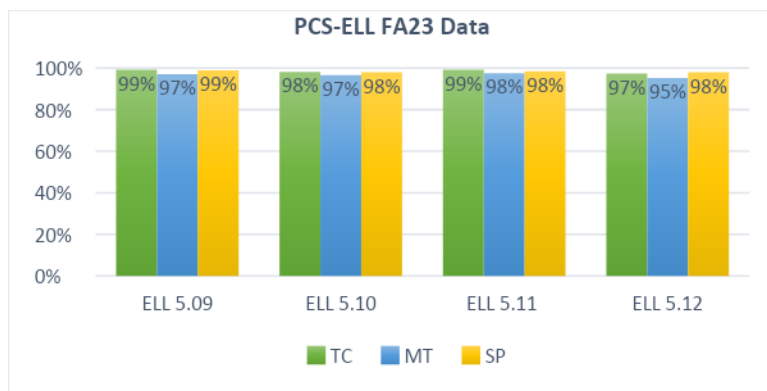
To identify the areas for improvement, the same process for PCS data analysis on TQS was followed for EL Standards data analysis. Table 1.3.2 summarizes the result of the effort to identify growth areas:

Table 1.3.2
Top 3 Areas for Growth in EL Standards: based on % of candidates not meeting expectations by Mentor Teacher (MT), Teacher Candidate (TC), and University Supervisor (US)

Standards	Elements	MT (N=63)	TC (N=119)	US (N=65)
5.10 (1)	Language acquisition: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.	4.29%	3.32%	3.28%
5.10 (2)	Educators are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture, diversity, and equity in order to support academic access and opportunity		2.03%	

	for Culturally & Linguistically Diverse (CLD) student populations.			
5.11 (1)	Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students			1.57%
5.12 (1)	Methods and assessment: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.	4.29%	3.32%	3.28%
5.12 (2)	Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.	5.42%		

The comparison shows two growth areas in the evaluations identified by all stakeholders: Standards 5.10(1) and 5.12 (1), Standard 5.10 is about language acquisition and 5.12 is about methods and instruction. This data analysis validates recent efforts to expand the offering of the language acquisition course to more licensure program areas.

Future data analysis will consider how evaluation of TCs at the end of the program compares to schools' evaluation of graduates from the CDE's EPP data. Chart 1.3.2 displays aggregated PCS data collected by SLL:

Chart 1.3.2
PCS on TQS by SLL Comparing to the CDE EPP Data

PCS on TQS Compared to EPP
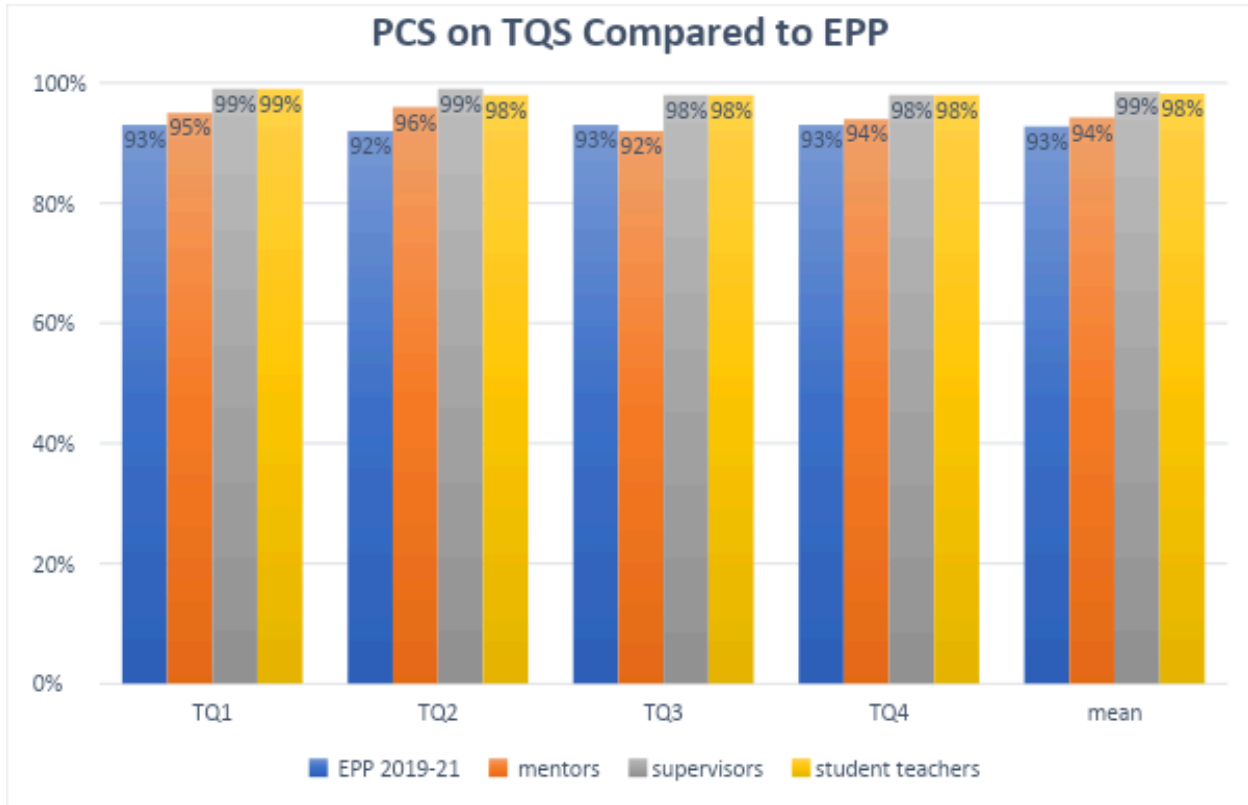
The chart shows that all evaluators, either school leaders evaluating UNC graduates as first year teachers or UNC personnel and MTs evaluating UNC student teachers, agree that more than 92% of UNC TCs or graduates meet or exceed expectations as indicated by the TQS. Generally, the rating by USs and TCs is slightly higher than by school leaders and MTs. USs and TCs may have only TCs as reference points while school leaders and mentor teachers have other veteran teachers as reference points. Additionally, because MTs see TCs more often, their evaluation may be the result of combining formal and informal observations while the US evaluation is based on formal observations when the TCs might perform better.

The LP and LO assessment data were collected via SLL in both practicum and student teaching to assess TCs' growth as they progress through the program. While LPs are only evaluated by the USs, the LOs are conducted and evaluated by MTs and USs. At this point in time, only one semester of data has been analyzed. Thus, the TCs assessed for LPs and LOs are not from the same cohorts of TCs at two different stages of the program. Still, the data provide an overview of the TCs' performance at different stages for instructional planning and implementation.

Lesson Plan Data

Analysis of the Lesson Plan Data shows the following:
- More than 91% of TCs met or exceeded expectations in all areas, except for E8 (demonstrating knowledge of the content) and E11 (engaging students as individuals) in instructional planning during practicum.
- More than 96% of TCs met or exceeded expectations in all areas except for E5 (developing and implementing lessons that connect to a variety of content

areas/disciplines and emphasize literacy and mathematics) during student teaching. E5 is the only area where the MT sees the TCs doing better while the US sees more room for growth.
- Data from the LP during student teaching shows a larger disparity between MTs and USs in areas: E8 (teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught) and E11 (engaging students as individuals across a range of ability levels by adapting teaching). These data indicate that the MTs rate TCs lower in both areas.
- The comparison of the two phases (i.e., practicum and student teaching) shows that TCs' performance of LP is stronger in all areas during student teaching except for E5.

Lesson Observation Data

The Lesson Observation Data of assessments completed by the MT and the US during practicum and student teaching reveal consensus and discrepancies between MTs and USs. From practicum to student teaching, the following patterns emerged:
- Both MTs and USs see improvement of TCs performance in instructional delivery from the phase of practicum to that of student teaching.
- However, while USs indicated improvement of TCs' performance in all areas, MTs evaluations show decrease in two areas: E5 (demonstrating awareness and respect to commitment for diversity) and E6 (engaging students as individuals across a range of ability levels by adapting teaching).
- Data from the LO during student teaching shows a larger disparity between MTs and USs in areas: E6 (engaging students as individuals across a range of ability levels by adapting teaching) and E10 (teachers establish and communicate high expectations and use processes to support the development of critical thinking and problem-solving skills). These data indicate that MTs rate TCs lower in both areas.
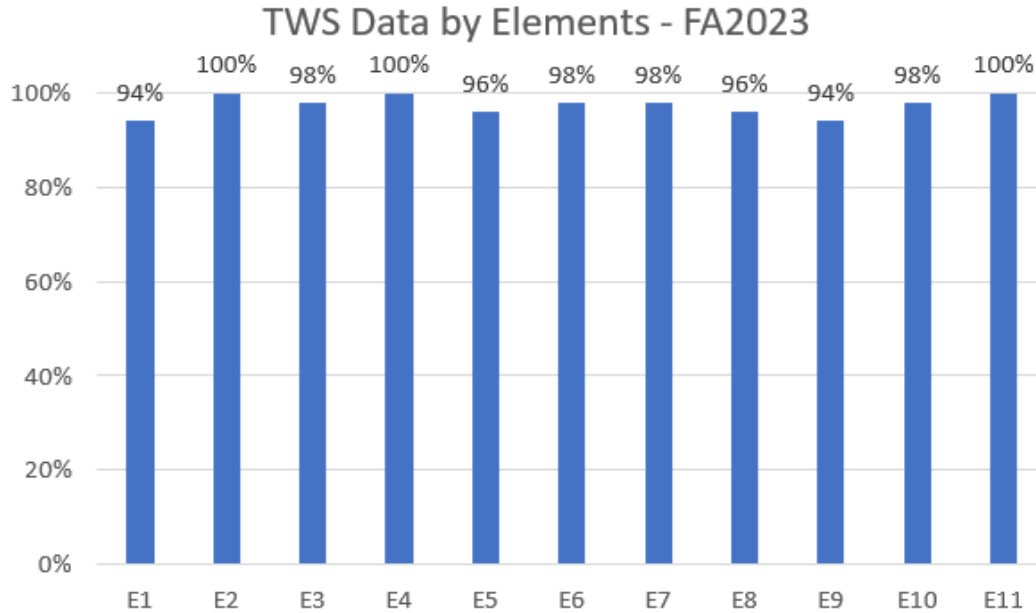- Also, the general rating by MTs, like PCS, is lower than that given by USs.

Teacher Work Sample (TWS) Data

The Teacher Work Sample was created to target the following TQS: 5.01(1), 5.01(2), 5.01(3), 5.02(1), 5.02(2), 5.02(3), 5.03(1), 5.03(2), 5,03(3). During data analysis, it was determined that 5.02(2) and 5.02(3) may be applicable to additional elements (e.g., E1 and E9; indicated by blue italicized text in the Revised TWS Assessment Tool), and that the EL Standards were absent and may be applicable to additional elements (e.g., E4, E5, E7; indicated by blue italicized text in the Revised TWS Assessment Tool).

The analysis of the TWS Data from SLL in fall 2023 provided information regarding the TC performance as evaluated by the US. The TWS Data show that at least 94% of TCs met or exceeded expectations in all areas (see Chart 1.3.3.). For E2 (Unit Goals, Standards, and Learning Outcomes), E4 (Lesson Content and Delivery), and E11 (Reflection), 100% of the TCs met or exceeded expectations. The areas with the lowest percentage (94%) of TCs meeting the expectations are E1 (Context and Rationale Statement) and E9 (Presentation of Assessment Results). Ultimately, these data indicate that most UNC TCs have the knowledge and skills needed to successfully plan, evaluate, and reflect upon a unit of instruction. Some TWS elements do not align with the current TQS elements. For example, the TWS assesses TC abilities to reflect on their instructional practices since it is crucial to TCs' growth based on
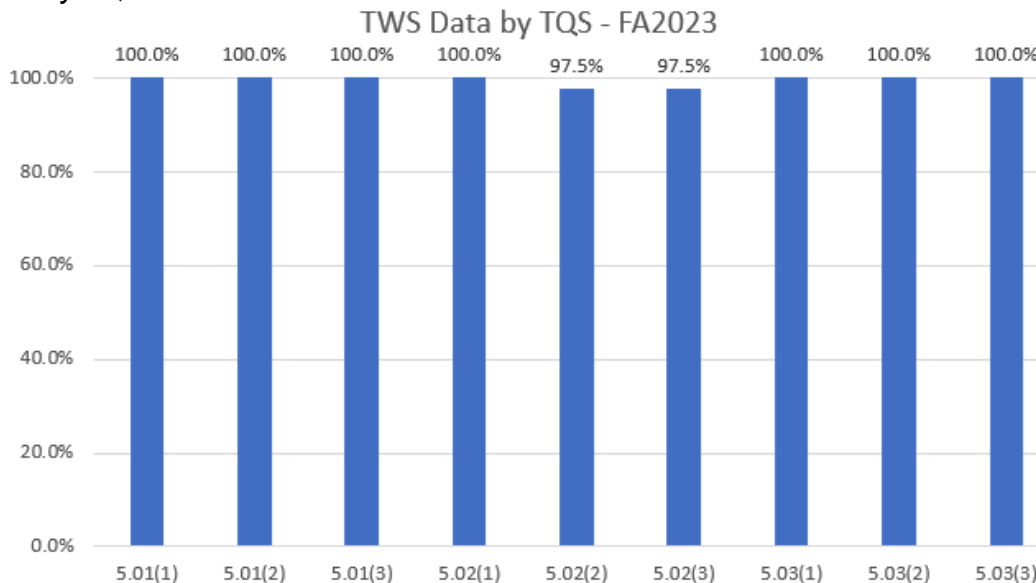
research. However, none of the TQS elements adequately capture reflective focus that TCs are expected to focus on.

Chart 1.3.3
TWS Data by Elements

TWS Data by Elements - FA2023

Element	Value
E1	94%
E2	100%
E3	98%
E4	100%
E5	96%
E6	98%
E7	98%
E8	96%
E9	94%
E10	98%
E11	100%

With regards to the TQS, 100% of TCs met or exceeded expectations indicated by all targeted TQS, whereas 97.5% of TCs met TQS 5.02(2) and 5.02(3) (E5 - Safety, Inclusivity, and Equity) (see Chart 1.3.4). UNC is pleased with the TC performance on the TWS in relation to the TQS. These data indicate that some attention may be needed to better prepare TCs to establish a learning environment that meets the diverse needs of all their students.

Chart 1.3.4
TWS Data by TQS

TWS Data by TQS - FA2023

TQS	Value
5.01(1)	100.0%
5.01(2)	100.0%
5.01(3)	100.0%
5.02(1)	100.0%
5.02(2)	97.5%
5.02(3)	97.5%
5.03(1)	100.0%
5.03(2)	100.0%
5.03(3)	100.0%

Based on the data analysis and reflection, the TWS assessment tool was revised to include EL Standards and added 5.02(2) and 5.02(3) to E1 and E9. (Revised TWS Assessment Tool). Section 2.2. in the discussion about candidates' professionalism and disposition presents the PDA data.

The data analysis of the assessments collected via SLL points to the following for future considerations:
1. Training of MTs and USs for using the rubrics needs to be strengthened;
2. Discrepancy between MT and US ratings needs to be examined for consistency in application;
3. Improving the use of SLL for more effective stratification of data;
4. Look into support from the institution for a professional data analyst.
5. The common standard that shows larger discrepancy between MTs and USs in both LP and LO is TQS 5.02 (3) (engaging students as individuals across a range of ability levels by adapting teaching), which is an area for further investigation for future program improvement. A review of curriculum content regarding working with students as individuals may be needed so that programs can be strengthened in this area.

CDE EPP reports also provide crucial data from the perspective of the schools that hired UNC graduates. Section 4-2 contains more details regarding Impact Evidence.

Before the implementation of SLL, the UNC Teacher Preparation programs used LiveText (LT) for assessment data collection. Table 1.3.3 identifies assessment data collected by multiple programs through LT. Although UNC has always collected program level assessment data, the assessments were not implemented regularly and/or may not have been clearly aligned to the CDE standards. Table 1.3.3. highlights the variation in assessment data collected across the campus prior to SLL, thus making comparisons across programs challenging.

Table 1.3.3
Assessments used by Program Areas in LiveText, prior to SLL.

| Program | Assessment From LiveText | | | | | |
	PDQ	PCS	Portfolio/ Capstone	SLO	FAF	TWS
ECE	X	X	X		X	
ELED	X	X	X		X	
English	X	X				
Math	X	X				
Science	X	X		X		
Social Studies	X	X				
K-12 Art	X	X		X		
K-12 Music	X	X		X		
K-12 PE	X	X	X	X		X
K-12 Theater	X	X		X		
K-12 WL (UG)	X	X	X	X		
K-12 WL (MA)	X	X	X			
MAT EEL	X	X	X		X	
MAT SPL	X	X	X	X		X

Key:

Professional Disposition Qualities (PDQ), Program Completer Survey (PCS), Field Assessment Form (FAF), Student Lesson Observation (SLO), Teacher Work Sample (TWS)

As shown in the table, PDQ and PCS were the only assessment tools consistently used by different programs. Other assessment tools were program specific and varied in design. Thus, it was not realistic to aggregate data across teacher preparation endorsement areas nor engage in any detailed analysis for program evaluation purposes.

The PCS Data from LT are presented first. Because LT rubrics did not incorporate TQS on the platform, the PCS data collected via LT cannot be aligned with the TQS. PCS data have been manually matched to the TQS, please refer to PCS by LT Matching to TQS. Note the matching was done with the previous TQS. Starting in 2023, SLL was adopted for data collection. This tool allows automatic alignment of TQS standards and the PCS.

LT data were on a 5-point scale with more than 31 elements and sub-elements (PCS Data from LT). Table 1.3.4. shows the number of PCS assessments collected between FA19 to SP23.

Table 1.3.4
Number of PCS Assessments by LT

Academic Year	Total Evaluated Candidates for PCS
Fall 2022 – Spring 2023	472
Fall 2021 - Spring 2022	499
Fall 2020 – Spring 2021	420
Fall 2019 – Spring 2020	608

Although TCs did not receive an overall score from this tool, mean scores were used to identify data trends. Table 1.3.5 shows that the mean scores for all elements were above 4.1 out of 5 across all years as rated by MTs, TCs, and USs. TCs rated themselves slightly higher than MTs or USs, which could indicate TCs increased self-confidence regarding teaching and instructional proficiency after completing the UNC teacher preparation programs.

Table 1.3.5
PCS Mean Scores for Candidate Performance across four years

	Academic Year			
Evaluator	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Mentor Teachers (MT)	4.28	4.34	4.23	4.23
Teacher Candidates (TC)	4.30	4.39	4.27	4.27
University Supervisors (US)	4.35	4.19	4.24	4.24

While the mean scores are above 4, there are individual elements rated below 4. Elements rated below 4 were used to identify growth areas. Table 1.3.6. shows the result:

Table 1.3.6.
Areas for Growth by PCS by LT.

	2019-20	2020-21	2021-22	2022-23
MT				19c (3.95)

				29c (3.9) 29d (3.99)
TC	29c (3.9) 29d (3.91)		29c (3.79) 29d (3.88)	29c (3.91)
US		29a (3.92) 29b (3.76) 29c (3.59) 29d (3.62) 30 (3.92) 31 (3.88)	29c (3.99) 29d (3.87)	19c (3.99) 29c (3.94) 29d (3.95)

Potential Growth Areas:
1. USs rated TCs under 4 in more areas than other evaluators across the three years. MT rated only one year with areas under 4, and the others slightly above 4. Three possible interpretations are; 1) USs observe the TCs less frequently, 2) USs have higher expectations for TCs at the conclusion of the program, and 3) TCs emulate the MTs practice, which may be perceived differently by the US.
2. Among all identified areas for growth, 29c and 29d were rated under 4 more frequently.
3. When reviewing the leadership expectations for 29c and 29d (listed below) which are more related to TQS 5.04(4), MTs, USs, and TCs all identified 29c as an area for growth, and MTs and USs identified 29d as a growth area. UNC faculty members noted that TCs have limited opportunities to develop leadership skills and take on leadership roles within their schools.
   - 29c. Seeks appropriate leadership roles and opportunities to: Provide input in determining the school budget, participate in the hiring process, and collaborate with colleagues to mentors and support new teachers (if possible). (1.000, 2%)

   - 29d. Seeks appropriate leadership roles and opportunities to: Actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. (1.000, 2%)

Section 2-2 reviews PDQ Data from LT related to TCs' professionalism.

Programs engaged in data analysis for individual program improvement. Here are examples of those programs that have used the available data for self-study and program improvement.
- Art Education: Here is the link to Art Data-Based Self-Study
- Early Childhood Education (ECE): Here is the link to ECE Data-Based Self-Study
- Elementary: Here is the link to ELED Data-Based Self-Study
- Elementary Education Licensure (MAT EEL): Here is the link to MATEEL Data-Based Self-Study.
- MAT: Secondary Pedagogy Licensure (MAT:SPL): Both LiveText and SLL data are used for data-based self-study. Here is the link to MATSPL Data-Based Self-Study.
- Physical Education: Here is the link to PE Data-Based Self-Study
- Secondary English: Here is the link to English Data-Based Self-Study
- Secondary Mathematics: Here is the link to Math Data-Based Self-Study
- Secondary Science: Here is the link to Science Data-Based Self-Study
- Secondary Social Studies: Here is the link to Social Studies Data-Based Self-Study
- Special Education: Here are the links to SSE Data-Based Self-Study
- Theatre Education: Here is the link to Theatre Data-Based Self-Study

Additional program level assessment tools

As benchmarks, all program level assessments aligned with required teacher licensure standards and described previously (excluding Final Field Experience Feedback), provide evidence of TCs' development in their performance as a future teacher. In addition, some program areas have additional assessment tools that are used to monitor TCs' development as the following select examples illustrate:

- **Mathematical Sciences:**
    o Middle School and Secondary Mathematics TCs complete portfolio assignments aligned to specific TQS elements.
    o Portfolio assignments focus on topics such as learning environment, classroom management, participating in webinars, designing virtual learning experiences, analyzing practice/instruction, and reflecting on facilitating lessons.
    o Assignments include online modules (e.g., from Inspire and World-Class Instructional Design and Assessment (WIDA)) while other assignments involve interviews and/or observations of local teachers.

- **Physical Education:**
    o Professional Portfolio website developed by students to demonstrate their achievement of the National Initial Physical Education Teacher Education Standards (SHAPE America, 2017), which overlap with many of the Colorado TQS and Physical Education Educator Preparation Standards.
        ▪ Students begin to build their portfolio in their fourth semester, where they first learn about the standards. Students continuously add to the portfolio throughout the program by describing how they meet each of the standards and providing evidence (e.g., lesson plans, assessments, course assignments, etc.)
        ▪ The portfolios provide evidence of achievement of a variety of standards and serve as a tool for students to continuously engage with the standards.
        ▪ Portfolios are a useful product to share with school administrators when applying for teaching jobs.

- **Secondary English Education:**
    o TCs build and continuously update online portfolios to demonstrate their growth towards Colorado Academic Standards, EL Standards, and TQS.
    o They begin the portfolio during their first field experience, then refine and enhance it through student teaching.
        Examples of these portfolios are available upon request.

- **Science Education:**
    o TCs develop an initial Work Sample in STEP 363 (Clinical Experience: Secondary), SCED 441 (Methods of Teaching Secondary School Science), and a Final Work Sample in STEP 464 (Secondary Student Teaching).
    o Work samples are designed to meet the Colorado Teacher Quality Standards (CTQS) and the National Science Teachers Association Preservice Science Standards (NSTA), ensuring that TCs demonstrate mastery of content, pedagogical expertise, and the ability to create a safe, inclusive, and respectful learning environment for a diverse population of students.

- o The work sample demonstrates a teacher candidate's ability to design and implement effective instruction and assessment that leads to student academic achievement. It shows that their planned instruction and assessment improved student content knowledge. Being a critical component of professional practice, practicing teachers must continually provide evidence of their effectiveness in facilitating student learning.
- o SCED 441 (Methods of Teaching Secondary Science) TCs must prepare an initial work sample, including sections such as the Planning Process, Description of Setting, Unit Topic and Goals, Prior Knowledge, Lesson Plans, Pre and Post Assessment Instruments, Analysis of Assessment Data, Reflective Essay, and References. This initial work sample is a precursor to a final/advanced work sample that TCs will prepare during student teaching, following the same format.
- o TWS is an essential component of the teacher preparation program, accounting for 35% of the total grade of SCED 441, Methods of Teaching Secondary School Science.
- o TCs present their Initial Work Samples to peers, and this allows reflection on lessons learned from the project, which is a valuable part of their professional development.

- ● **Social Studies Education**:
    - o TCs create a digital portfolio using an online notebook.
    - o This tool allows them to reflect in real time at every level of STEP, read and connect to best practices, read about current pedagogy, and document learning in one place.
    - o The digital portfolio is accessible after graduation for career purposes.
    - o In STEP 363 (Clinical Experience: Secondary) and 464 (Secondary Student Teaching), students create a comprehensive work sample reflecting their understanding of the required licensure standards, TQS, CLD, Accommodations, Modifications, pacing, classroom management, technology, literacy, and lesson planning.

- ● **Special Education**
    - **o** B.A. Generalist students are evaluated on a Performance Based Checklist (PBC) in all practicum experiences. The mentor teacher evaluates them in the middle and end of the practicum experience. This was created to align with the CEC Initial Preparation and the CDE Generalist standards. The rating scale measures items related to the following categories: Learner Development and Individual Differences, Learning Environment, Curriculum and Content Knowledge, Assessment Knowledge, Evidence-Based Instructional Strategies, Professional Practice and Foundational Knowledge, and Collaboration. When a teacher candidate's PBC scores are low, a meeting is convened to create a Professional Improvement Plan for the area of concern and to discuss strategies or support for that candidate. Additionally, PBC data was also tracked across practicum experiences to see if there was growth in the teacher candidate scores. The data in the special education self-study (SSE Data-Based Self-Study) shows significant growth across practicum experiences.
    - o M.A.Generalist students are also evaluated on the PBC. In addition, students complete a portfolio of key assignments taken from each course. These assignments were specifically chosen to demonstrate proficiency in the Generalist standards. Portfolio assignments include the following: IEP Demonstration, creating an FBA and Behavior plan, Data Analysis and Math

Improvement Plan, Literacy Curriculum Investigation, Assessment Case Study, Assessment and Intervention Plan, and Learning Strategies Project. Students who do not show proficiency on a specific assignment within this portfolio must write an additional paper to further their understanding of that topic

- o M.A. ECSE students are also evaluated on the PBC. In addition, students complete a portfolio of key assignments taken from each course. These assignments were specifically chosen to demonstrate proficiency in the CDE and Division for Early Childhood EI/ECSE standards. Portfolio assignments include the following: developmental matrix, routine-based interview, assessment, intervention and transition plan, Curriculum-Based Assessment, literacy curriculum analysis and critique, intervention guide, educational philosophy paper, PBC and PDQ , home visit assignment or small group instruction assignment. Students must improve each of these assignments based on the feedback they received from the instructors before they submit it for grading. In addition to the assignments, students must write a reflection statement for each DEC EI/ECSE learning standard. The reflection statement should discuss how the learning standards were addressed in the program in general and specifically for the portfolio assignments assigned to each DEC EI/ECSE learning standard. The students use DEC Learning Standards as section headers in the reflection statement.

- o When CDE adopted new standards for the Gifted Education Core Endorsement and Gifted Education Specialist Endorsement, the state switched from requiring the PLACE Exam to requiring the Praxis Exam. While our gifted programs were aligned with state standards, the gifted program faculty were not as familiar with the requirements of the Praxis Exam. Beginning with the first group of students who completed the Praxis Exam, the faculty in the program have asked for feedback after completion on areas where they felt they were well prepared and areas where additional information would have been beneficial. Faculty in the gifted program then make program adjustments for future students to ensure content areas covered on the Praxis are addressed and assessed in the program. For example, when receiving feedback from students that the Praxis Exam was heavy on programming, the faculty adjusted the assignments that assessed these standards so that future students had more opportunities to compare, contrast, and make connections to different programming models, expanding their working knowledge in this area.

    Starting with the first course in the gifted programs, students are also required to track which resources from each course align with the content covered on the Praxis. The faculty assess these documents each semester to make sure students are connecting the learning modules aligned with CDE standards in the program courses and how those standards will be measured on the Praxis. (This is also an opportunity to provide individual feedback.) The expectation is that by the final semester of their program, students will have a comprehensive list of resources on specific gifted education topics that they can refer to in order to support both preparation for the Praxis and their own practice in the field.

All educator preparation programs engage in a similar type of program eval that is specific to the students in their programs. A summary of these data is included in the full accreditation reports to their respective professional organizations and are available upon request.

1-4 Program includes intentional partnerships with a clear purpose and structure that benefits the candidates, the program, and/or the local education agency, including attending to local, regional, or state needs.

What shortage areas exist and how is the program creating partnerships to help minimize these shortage areas?

As the legislatively designated teacher education institution in the state, UNC is committed to graduating future teachers and other educator professionals who meet the needs of Colorado classrooms and schools. To this end, UNC engages continuously in reflection regarding the educational needs at local, regional, and state levels.

School Partnerships

Personnel from the CEBS Dean's office make regular visits to schools to discuss with school administrators their needs and how to address identified needs and/or concerns. CEBS representatives also seek feedback about UNC candidates and program faculty members to identify any growth areas. These meetings and discussions with school principals provide insight from these leaders on their perspectives about school needs. Some areas of need are specific to TC knowledge such as: knowledge on Science of Reading (SoR); teaching about academic standards; classroom management; working with families; and high need areas such as CLD. Other areas of need relate to the preparation of TC and the partnership with UNC. These include the need for more consistent communication about requirements for mentor teachers (MTs) and for the supervisor's role to be more of a liaison.

District Level Partnerships

At the district level, UNC's geographic location provides opportunities to partner with Greeley Evans School District 6 (D6), Poudre School District (PSD), and St. Vrain Valley School District (SVVSD) for various initiatives based on the needs in the field. Table 1.4.1. summarizes some partnership examples showing the purpose and structures that benefit the partners, UNC, and the state.

Table 1.4.1
UNC School District Partnership Examples

Districts	Purpose	Structure	Document as Evidence (links)
Aims Community College	Transfer agreement AIMS2UNC	Aims students follow the four-year sequence jointly created by UNC and Aims. Students joining UNC will have two more years to complete 62 to 65 credits at UNC to complete the degree/licensure	UNC-Aims Transfer Agreement in the State STAA

		program.	
School Districts	Teacher Recruitment Education and Preparation (TREP) partnership	Schools approach UNC; UNC designated office works with the districts to develop MOU; Facilitate Implementation.	[List of Schools with Active UNC TREP MOU](#)
Community College of Denver (CCD)	Teacher Recruitment Education and Preparation (TREP) partnership	CCD offers TREP to HS students. CCD refers these students to join UNC for teacher prep programs.	Under development
Denver Public Schools (DPS) & Center for Urban Education (CUE)	From Para to Teachers	Academic Classes & Classroom Apprenticeships in 36 schools in DPS. Regular meetings with DPS administrators, HR & talent acquisition. Facilitation of job placement for graduates.	[Final Leveraging CUE to Empower DPS' Latino Student Population](#)
Greeley Evans School District 6 (D6)	TeacherFind: Recruit D6 HS students into UNC teacher prep programs through scholarships, focusing on students from diverse backgrounds.	Established in 1993 and continues. D6 initiates the annual application process Annual UNC-D6 joint interview in February. Amount of scholarship is determined based on the number of applications.	[Project Teacher Find Contract:](#) [Project Teacher Find Data 2018-23](#)
Greeley Evans School District 6	Reading Achievers: Provide ELEM	Situated within the EDEL 360 course.	[Reading Achievers UNC-D6 Agreement DRAFT](#)

	teacher candidates opportunities to develop lessons and practice research-based reading instruction with 1-2 grade children in local schools	Candidates receive instruction from UNC faculty members. Candidates provide research-based instruction to 1-2 grade children in D6. Candidates receive instructional support from D6 faculty members.	
Greeley Evans School District 6 expanded to five more: 1. 27J Schools 2. Adams 12 Five Star Schools 3. Cherry Creek School District 4. Douglas County School District 5. Greeley-Evans D6 6. Mesa County Valley School District 51	CLD Stackable Pathways: Incentivize teachers who completed the CDE approved PD to earn a CLD endorsement through UNC program.	D6 teachers complete PD on ELL with D6. Apply to UNC for CLD endorsement with PD completion certificate. Tuition discount for accepted D6 teachers.	An example: UNC – District 27J Transfer Agreement
Greeley Evans School District 6	Dual enrollment: fast track teacher pathway by creating education dual enrollment courses	D6 offers UNC approved dual enrollment courses. UNC accepts those courses as part of the degree/licensure program requirements when D6 students join a UNC teacher prep program.	Under development
I-76 Collaborative	Dual enrollment pathway for high school students to become special	Six high schools in the I-76 Collaborative offer UNC approved dual enrollment courses that match	Rural grant obtained by the Generation Schools Network and the I-76 Collaborative

	education generalist licensed teachers.	courses required for the Special Education Generalist B.A. program.	
Poudre School District (PSD)	Become a Teacher program	PSD is fully funding currently employed paraprofessionals to complete either the B.A. or M.A. Special Education Generalist or ECSE M.A. licensure degree programs.	[Scholarship Requirements-Becoming a Teacher Program]
Public Education and Business Coalition (PEBC)	From alt to advanced degree as incentive	Candidates in PEBC https://www.pebc.org/ Alt program complete licensure requirement with PEBC. Completers join UNC graduate degree programs with six to nine credits accepted based on prior learning towards the desired graduate degree.	UNC-PEBC MOU 2018 2024 version under review.

Other initiatives are under discussion, such as exploration of a partnership between Douglas County School District (DCSD) and three of UNC's SSP programs: school counselor, school psychologist, and speech language pathologist.

Another example comes from the Educational Leadership and Policy Study program (ELPS) that works with an external Advisory Board, comprised of superintendents, human resource directors, Boards of Cooperative Educational Services (BOCES) directors, and personnel from CDE to gain input regarding the competencies that principals and administrators need to effectively manage current educational challenges. The ELPS program coordinator reports to the Board each year as to changes in curriculum and other efforts to support educational leaders around Colorado, discusses current challenges facing educational leaders, and shares pertinent research and literature. The educational coaching initiative is the most current need identified by the Advisory Board that the ELPS program implements to support principals, superintendents, and other school and district leaders around the state.

State Level Partnerships

At the state level, UNC is an active member of various Colorado educational organizations such as the Colorado Council of Deans of Education (CCODE), Higher Educators in Linguistically

Diverse Education (HELDE), Colorado Association of School Personnel Administrators (CASPA), and TEACH Colorado. Also, the Dean and Associate Deans in EBS work closely with CDE, the Colorado Department of Higher Education (CDHE), and legislators to seek information about state needs, explore ways to address the needs, and advocate for support to help the state address the needs. The Associate Dean for Educator Preparation is the designated person for interacting with the state level agencies/organizations for all teacher preparation related communications including partnerships.

All partnership efforts at any level are intentional and have a clear purpose. For example, UNC was one of the few IHE teacher prep programs to partner with TEACH Colorado when it launched with the purpose of recruiting people into the teaching profession. According to the report of TEACH Colorado & UNC Partnership Results 2022-2023, TEACH Colorado supported 152 applicants, which represents 18% of the 2022-23 applicant pool to UNC programs, a huge increase from 5% of the applicant pool in 2020-21. Forty percent of TEACH Colorado-supported applicants to UNC identified as people of color.

Another example is the partnership with CASPA. The two-way communications with CASPA in recent years serve two purposes. First, CASPA informs UNC of the needs in the PreK-12 settings so that UNC can strategize how to support schools through program development and revision. CASPA also partners to engage with TCs at checkpoint meetings. Starting in 2015-16 with an aim to build community and support TCs, two mandatory meetings for all TCs were organized at two of the three checkpoints. At the Checkpoint #1 meeting, CASPA representatives attend and meet with the TCs to talk about the needs of the field and the qualities of a teacher they are looking for when hiring. This checkpoint meeting gathers all TCs at the same stage of the program in the same room and helps to establish a sense of community. TCs are encouraged to ask questions and engage with presenters. Since CASPA members are established professionals in the PreK-12 setting, their input holds weight for the TCs. In this case, the partnership with CASPA benefits the TCs, the program, and the field of teaching.

Another purpose of the CASPA partnership is to collaboratively address teacher shortages through legislation. UNC actively organized conversations between IHEs and CASPA representatives at several annual CASPA conferences, exploring how student teaching could be a paid experience to reduce the financial burden for the TCs. An example of achieving success through partnering with multiple levels of agencies/entities is the passage of HB22-1220, with the clear purpose of removing roadblocks and doing so through legislation. UNC played a crucial and active partner role in this effort that took several years.

UNC's annual Future Teacher Conference (FTC) is another effort to encourage students into the teaching profession. The FTC exemplifies UNC's longstanding effort to support the state to meet the challenges of the teacher shortage across Colorado and the country. The FTC introduces high school and community college students to the positive aspects of teaching and the tremendous impact teachers have in a variety of communities. The conference began in 2014 with 44 Teacher Cadet participants and has grown to over 500 participants today. The conference, located on the Greeley UNC campus, hosts students from all areas of Colorado and across the region to hear keynote speakers, attend targeted sessions, eat in the dining halls, participate in a student panel, and tour the UNC campus.

The FTC offers high school students the opportunity to learn more about teaching in specific areas, including early childhood, secondary education, special education, urban education, and educational psychology. The event also provides students with opportunities to engage with

UNC faculty members and students in the School of Teacher Education, local PreK-12 teachers, and local school administrators to better understand the profession and experience a day in the life of a teacher candidate. The goals of the conference are: a) to create the next generation of highly effective teachers; b) to provide avenues for prospective teachers to consider the field of education; c) to provide a FREE conference that offers informative activities, presentations, and workshops designed to help students learn what it is like to be a college student and what it takes to become an educator; and d) to showcase collaborative efforts between Colorado schools and stakeholders to address the shortage of teachers and to increase the number of TCs at UNC and regional community colleges. With these goals in mind, the 2024 conference was a great success and hosted over 410 aspiring teachers. In the annual evaluation, 73% of these student attendees responded they were more interested in the field of teaching because of the conference.

In 2018, the Future Rural Teachers Summit was added to the FTC to meet the extreme teacher shortages in rural Colorado. In the future, there are plans to offer additional events like the summit to create more diverse teacher pathways. These events will focus on underrepresented communities around the state and region to recruit diverse teachers who will more accurately represent and meet the needs of students in the PreK-12 system and those served by UNC.

Lessons Learned

Several key lessons can be gleaned from efforts to address the needs in the field by working with partners in the past five years.

1. **The teacher shortage is real and persistent.** The shortage areas in Colorado were previously limited to ECE, all areas of special education, mathematics, and science, based on CDE data for 2018-2019. Since the COVID 19 pandemic, the shortage is in all areas. In fact, this shortage applies to school psychologists, nursing, and speech-language as well. This information is consistently shared by all constituents across the state, including CDE, CDHE, local school districts and BOCES, and colleagues across IHEs.
   a. Data from CDE, CDHE, and American Association of Colleges for Teacher Education's (AACTE) Colleges of Education- A National Portrait, confirms the United States is experiencing a national crisis in teacher shortages.
   b. This need led to a very clear purpose for partnerships: to recruit more people into the field of education and not just young high school graduates, but anyone with the potential and interest to be a teacher.
   c. Increased teacher need led to working with increased numbers of schools and districts.
   d. This need also led to the partnership with Greeley Evans School District 6 (D6) for Project TeacherFind, Denver Schools for *From Para to Teachers* through the Center for Urban Education (CUE), Aims CC and other Colorado Community Colleges through the STAA), PEBC, and Poudre School District, to name but a few.
2. **Institutional level support and commitment to innovate teacher preparation is crucial**. To innovate there also needs to be institutional support and infrastructure to realize such changes. Some examples of the successes and the learning in this area include:
   a. CLD professional development for teachers. Since 2018 when the EL

Standards were launched, schools have been seeking PD opportunities for their teachers to be prepared to work with multilingual learners[1] (MLs) in the mainstream classrooms. The recognized need for CLD knowledge in the classrooms and a state mandate led to a partnership with D6 to fast-track teachers seeking CLD endorsement.

    b. A CLD professional development course was designed and approved by CDE; it is available to any licensed teacher so that they can fulfill the CDE/CSBOE requirements for licensure renewal.

    c. UNC received a CDHE stackable credentials grant award for English Language Learner (ELL) Teacher Training Stackable Pathways and a stackable credential and badging project for Future Teacher Conference attendees. A special education literacy intervention stackable credential was started but, because of CDHE funding issues, the progress on this stackable credential has slowed.

    d. Partnerships with D6 and BOCES for dual enrollment courses have been developed and revitalized collaboration efforts with Colorado community colleges have been put in place through STAA.

3. **Intentional partnership development and maintenance is essential**: For a partnership to be successful, program development needs to benefit *the candidates, the program, and/or the local education agency* to serve all stakeholders.

    a. When programs were created based on the faculty's understanding of the profession and how programs might benefit TCs without considering the Local Educational Agency (LEA) need, enrollment had been low, and courses were not always viable or needed to be cancelled. On the other hand, UNC can develop potentially more accessible, and successful programming when considering the professional development needs of the LEAs.

    b. Examples include an undergraduate accelerated Elementary Education and MAT 4+1 CLD, the online ECE program, and online Special Education undergraduate and graduate endorsement programs, including the online Special Education BA completion program.

4. **Intentional program revision is vital: Program/partnership revision must be deliberate to address all stakeholders' needs.** The revision of the ELED is an example.

    a. Several program revisions were triggered by institutional need, CDE's new licensure program requirements, and conversations with CASPA without considering the needs of candidates who may join UNC from community colleges.

    b. The required courses in the revised program made some course transfers challenging, thus discouraging students from joining UNC's educator preparation programs.

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[1] Although the federal government uses the term English learners to refer to students developing grade-level proficiency in English, UNC aligns with others calling for more inclusive and asset-oriented terms (e.g., Colorado Department of Education [CDE], 2023), use MLs to refer to this student population. This term acknowledges that MLs often use more than one language as they engage in and make sense of content as well as validates students' diversity as an asset rather than an obstacle.

Colorado Department of Education (CDE). (2023). *Designing, delivering, and evaluating instruction and services for multilingual learners: 2023 Guidebook*. Retrieved 6 June 2023, from https://www.cde.state.co.us/cde_english/eldguidebook

     c.   In 2022-2023, the faculty realized the issue and conducted another round of program revisions to better align the curriculum with the STAA. This alignment revision greatly improved elementary TCs' satisfaction when joining UNC's educator preparation programs.

5. **Intentional incentives are beneficial:** Ongoing professional development that leads to a degree or credential is expensive but is highly sought out by educators. If an IHE focuses only on revenue generation, they may miss out on an opportunity to attract early career and established educators to their programs. In turn, teacher mentors and school partners may become burned out or reluctant to participate in ongoing teacher preparation efforts. The use of a financial incentive in the form of reduced tuition allows educators to continue to grow in their knowledge and skill and encourages ongoing participation in university-school partnerships. Realizing this, UNC has provided a financial incentive in the form of reduced tuition to TCs from the school partners. This decision is designed to increase enrollment. Examples include:
   a. The CLD project with D6 to increase the number of teachers with the CLD Endorsement and or Masters in CLD, by recognizing Professional Development and prior learning, and offering special tuition rates.
   b. El Oso Center for Innovative Educator Preparation partnership with PSD. In this partnership, UNC is offering Special Education Generalist M.A. and B.A. programs through UNC's Extended Campus at flat rates, dependent upon the program. UNC's Extended Campus helps cover program management, and PSD is providing scholarships to cover student tuition and fees (post administration of free financial aid) to prepare paraprofessionals to become special education teachers in the next three years.

6. **Persistent support and collaboration time:** While mutually beneficial partnerships increase the possibility of success, persistence is still needed. Very often, a new initiative sounds exciting and beneficial to both parties and the state of Colorado. However, immediate and timely support might not be available. It takes persistence and time for UNC Educator Preparation leaders to collaboratively find solutions.

   a. For example, the CLD Professional Development Partnership with D6 took a failure with another district, followed by six months of internal discussion at UNC to gain institutional support for the partnership, and six more months to establish the partnership.

7. **Culturally responsive, trauma and evidence-informed practices are necessary**. Since the COVID-19 pandemic, the number of requests from schools and students for support in mental health has increased.
   a. The reality shared by the schools, TCs' experiences in the field, and the CDE's new mandate for culturally responsive, trauma and evidence-informed practices in all initial teacher licensure programs indicated the need for the programs to prepare future teachers with the knowledge and skills to incorporate culturally responsive, trauma and evidence-informed practices into their teaching.
   b. This need led to a partnership with *Harmony* (formerly Inspire Learning and Teaching) and an internal partnership with the faculty with the expertise outside of educator preparation programs on the UNC campus to address the needs for curriculum fine tuning and faculty professional development.
   c. The new M.A. SPED: EC/ECSE Inclusive Program addresses the Infant and Early Childhood Mental Health Consultation Competencies through a 3-credit standalone course, which provides the students with important content rarely addressed in EC/ECSE programs in the state and nationally but greatly needed

to meet the needs of all young children and their families. The course will address infant and early childhood mental health competencies addressed in the national EI/ECSE standards, the national PSCECE standards, and in CDE Licensure Rules.

Domain 2: Educator Knowledge & Competencies

2-1 Systems and procedures are in place to ensure alignment of content and pedagogy with state standards (educator quality standards and endorsement standards, which include student academic standards) and include necessary depth and breadth.

How does each program address: content knowledge, knowledge of pedagogy and pedagogical content knowledge?

How do program leaders/faculty make decisions about content (what, when, why)?

Generally, decisions about content are made first in alignment with the CDE requirements since the standards for educator preparation endorsements are regulated by the state legislature. Second, faculty are the experts in each endorsement area and thus draw upon research, knowledge, practices and policies in the field to strengthen the content. Content decisions are made while the program is being developed and may evolve depending on new directives from the CDE and the development of knowledge of the field. The incorporation of content in the Science of Reading (SoR), English Language Learner education, Culturally Responsive teaching, and Trauma/Evidence Informed practices is the direct result of the faculty's work following the new directives from the CDE/CSBOE.

The CDE licensure standards guide UNC's work, ensuring programs address needed content knowledge, knowledge of pedagogy, and pedagogical content knowledge. For the required content knowledge, UNC adheres to the specifications for each endorsement/licensure area. All undergraduate teacher candidates (TCs) earn a degree in the content area for which they will be licensed. In addition, ECE, ELED, ECSE, and Special Education Generalist TCs pass the relevant PRAXIS tests as required by the CDE.

As shown by the separately submitted matrices, all endorsement areas for which reauthorization is being requested have current content matrices showing where (which courses and outcomes) the different levels of implementation occur across programs. Similarly, the submitted syllabi referenced in those matrices each include a table identifying which standards were aligned with which course outcomes. Examples of any assessments, assignments, or other tasks from those courses are available upon request. Please note that the courses listed in the content matrices do not represent an exhaustive list but instead reflect the primary courses in which the relevant standards are addressed. Within each program, there are additional courses that address certain standards. Most of the methods courses either require students to plan and teach lessons or are bundled with a practicum that requires instructional planning and delivery. As shown by Lesson Plan (LP) and Lesson Observation (LO) rubrics, these lessons must be aligned to Colorado Academic Standards (and/or district standards) to ensure that content is well-aligned.

Data-driven decision making on content knowledge, knowledge of pedagogy, and pedagogical content knowledge helps faculty engage in curriculum revision in an intentional way. Many programs at both graduate and undergraduate levels require a passing score of the discipline or content-specific PRAXIS exams (even though not required by CDE), in addition to the earned degree in the relevant content areas. The various PRAXIS exams required for program completion provide an important measure of content knowledge. While the CDE standards and

the general knowledge about teacher preparation determine what TCs need to know, data on TCs' test performance can guide the faculty to address gaps in the curriculum.

UNC's educator preparation programs are designed to have all graduates eligible for a Colorado teaching license. Thus, a majority of UNC initial teacher licensure programs require TCs to pass the relevant PRAXIS test(s) prior to student teaching. Exceptions are made on a case–by–case basis, but a passing score on PRAXIS is a graduation requirement. TCs are allowed and supported to attempt the required PRAXIS tests as many times as they choose until they pass. At the undergraduate level, those who do not pass the required PRAXIS test by the end of the program but want to graduate are advised about other degree options for graduation (e.g., liberal arts degree). Two SSP areas, School Counseling and School Psychology, have a discipline-specific PRAXIS exam requirement. Students must achieve a passing score on the PRAXIS in School Psychology (for graduation and CDE endorsement) or School Counseling (for CDE endorsement).

In the review of assessment trends on the PRAXIS, it was noted that some of the students in Elementary Education (ELED) struggled with passing one or more of their PRAXIS exams. The Licensure Office conducted an analysis of where students experienced difficulty based on their PRAXIS assessment data. The report UNC Praxis Analysis 2021 that examined trends during a five-year period, 2016 to 2021, was generated as a result. Informed by the data in the report, the science and mathematics departments examined their curriculum to determine what could be revised to better support students' content preparation. The email communication between the science department and STE office regarding Using Data for ELED Science Improvement serves as an example of this data-driven approach for addressing content preparation.

One trend since 2018 has been an increase in the number of times TCs need to take the required PRAXIS exam to receive a passing score. Based on PRAXIS Data 2019-21 and the UNC Praxis Analysis 2021, it was clear that the performance of TCs at UNC closely mirrored state trends. In addition, there were disparities between the scores of students reporting "White" as ethnicity and those who reported African American, Hispanic, and Native American race/ethnicity. Students who reported these ethnic backgrounds performed significantly lower on these standardized measures. Performance for Asian students did not appear to be significantly different than White students. Subsequent UNC PRAXIS analysis titled Praxis Trends and Observations 2018-2023 affirmed these findings. Another observed trend was that students in graduate programs tended to pass their exams the first time.

Inasmuch as one of the stated goals of the educational systems of UNC and Colorado is to increase the number and quality of students from marginalized populations entering the teaching profession, passing the PRAXIS as a qualifier to become an elementary, early childhood or special education teacher may create a disproportionate barrier to students of color. UNC adopted two strategies to address the issue. Internally, UNC partnered with 240 Tutoring at a discounted rate to provide tutoring support to TCs. For those who need financial assistance, funds are used to support the students to either participate in tutoring or retake the test(s). Pass rate data confirm that students who accept this support are more likely to pass on their next/first attempt. Externally, UNC partnered with various state agencies, other Institutions of Higher Learning (IHE) educator preparation programs, Colorado Association of School Personnel Administration (CASPA), and communities to push for legislative support, which led to HB22-1220 that offers highly needed financial support. UNC is exploring how to best leverage the Multiple Measures for content competencies implemented by the legislation to help more TCs graduate with designated licenses while maintaining the same level of quality.

The process of curriculum approval for licensure programs also plays an important role in quality control for TCs' knowledge. While curriculum development and revision are the responsibility of the program area faculty, per University Board Policy (p.20-22), Professional Education Council (PEC) is charged with making the recommendation for approval of curriculum changes to the CEBS Dean based on a review of the matrices showing how all required licensure standards are met.

2-2 Dispositional and professional candidate qualities are embedded and woven throughout the program.

How do content and pedagogy interweave the issue of diversity, equity and inclusions embedded in the educator quality standards?

How do candidates engage with student academic standards in courses and clinical experiences?

As reflected in the section regarding thresholds and benchmarks, the Professional Disposition Assessment (PDA) is one of the six program level assessments. The PDA was developed based on concepts used and validated at two reputable IHE EPPs and concepts previously used and validated using UNC's professional dispositions questionnaire (PDQ). The PDA integrates the professional concepts of what good teachers do (e.g., Teacher Quality Standards (TQS) elements) with professional dispositional concepts associated with collaboration, critical thinking, professional ethics, reflective teaching, and learning, as well as social justice and equity. This PDA is used at different stages of each program to evaluate the individual candidate's professional dispositions at given points in time and the growth of their professional dispositions throughout the duration of their time in the educator preparation program. The PDA is completed through self-assessment by teacher candidates (TCs), and by faculty, university supervisors (USs) and mentor teachers (MTs). USs and field mentors meet multiple times with TCs throughout their field experiences to compare and discuss similarities and differences among their ratings of the candidate. Moreover, the field supervisors and mentors discuss, with the candidate, strategies for improvement across the PDA matrix.

Issues of diversity, equity, and inclusion addressed in PreK-12 classrooms deserve special attention. In the context of Colorado for the past 10 years, the most pressing situation facing classroom teachers is the increase of Culturally & Linguistically Diverse (CLD) students in the school system. Based on data from the state of K-12 student populations, about 12%-14% of PreK-12 students are identified as MLs; about 35% of students are from Hispanic backgrounds where English may not be spoken as the home language. Many schools are under the watch of the Department of Justice for their teacher quality in relation to working with MLs. In this context, the TCs have practicum and student teaching placements in public and charter schools where diversity is the norm.

In 2018, Colorado passed legislation requiring all educator preparation (including Special Service Provider (SSP)) programs offer training in culturally and linguistically diverse (CLD) education as part of the curriculum. UNC addressed immediately. However, the first expedited attempt failed to be approved by the CDE in December 2019. UNC elevated efforts to help the TCs better prepare for their future classroom demographics and to address the CDE requirement by concentrated efforts in three areas: faculty support and professional development, curriculum revision, and program level assessment.

UNC houses more than 30 licensure programs across campus, and many faculty members' professional training did not include theory and practice in ESL/CLD/ELL/ML instruction. While supporting the idea of having TCs prepared for working with MLs, the faculty expressed that they did not have the expertise to help the TCs at the curriculum level. In this context, the CEBS Dean formed a UNC ELL Support Team, charged with the responsibility of both providing faculty professional development and ensuring required EL Standards matrices were completed by each of the licensure programs to fully address the CDE EL Ed Prep standards. The ELL Support team is composed of faculty members with CLD expertise.

The team offered ten workshops on five different topics, each of which was offered in person and online to accommodate UNC education faculty, from 2019 to 2022. The content of the five workshops can be reviewed via this link ([Folder of ELL Workshops](#)). The workshops helped many faculty members gain a better understanding of working with MLs in the PreK-12 setting and raised awareness of the gaps in their curriculum related to CLD education. The newly gained awareness, or understanding, facilitated and supported curriculum revision. Meanwhile, the ELL Support Team also met and worked with each of the individual program areas that did not secure approval from the CDE during the first attempt. At each working meeting, matrices were used to identify potential gaps in curriculum. The identified gaps guided the program area faculty to revise or fine-tune the curriculum at the course or program level. As a result, most of the programs (except two of the SSP programs) secured CDE approval in 2021 and all programs were approved by 2022. The ELL Support Team continued to offer support and served on Educator Preparation Program Assessment and Reauthorization Team (EPPART) to ensure the incorporation of EL Standards in program level assessments. UNC is pleased to report that many work with the CLD faculty to further strengthen EL education for all TCs.

Curriculum efforts include revising and strengthening required Professional Teacher Education Program (PTEP) courses for all initial licensure programs by incorporating consideration of MLs. The courses that introduce foundations of education to TCs have added content focusing on understanding of ML populations in American classrooms. The content literacy courses required in all of the initial teacher licensure programs (except for those in SSE) strengthened the content in a more explicit way concerning academic language/literacy development for all students with a focus on multilingual learners (MLs). These courses across programs incorporate evidence-based strategies supporting MLs in both instructional planning and implementation to facilitate the academic achievement of ELLs in regular classroom settings.

Currently, all teacher education program curricula delineate the components of cultural responsiveness through course content; required early field experiences in diverse school settings; and in-depth examination of learner diversity at full-time practicum placements in PreK-12 school settings. Nearly 70% of undergraduate elementary TCs now choose the Elementary Education with CLD Endorsement Concentration, and undergraduate Secondary English Education and Secondary/Middle School Mathematics Education programs embed an optional CLD Endorsement within the initial licensure programs offered in the new curriculum as of Fall 2021. The example from the mathematics education program showcases the faculty's effort in going above and beyond the CDE requirement. To better understand how 6-12 mathematics teachers can support MLs in their classroom, one of the program coordinators initiated a partnership with the secondary CLD coordinator for D6. This partnership resulted in one of the coordinators attending Quality Teaching for English Learners' (QTEL) Building the Base-Mathematics summer institute in 2019. This professional development and a subsequent one offered through WIDA supported revision of course curricula aimed at preparing preservice teachers to take a functional approach to language development as they implement content-language integration strategies (i.e., simultaneous development of content

understanding and language abilities) in mathematics classrooms. CLI is a pedagogical approach that involves an explicit focus on language use and learning in the teaching of disciplinary knowledge and skills.

To evaluate the effectiveness of the implementation of CLD strategies as a requirement in all licensure programs, EPPART updated all program level assessments: Professional Disposition Assessment, Lesson Planning, Lesson Observation of Instructional Implementation, TWS, and Completers Survey. For all assessment tools, the UNC ELL Support Team added specific descriptors in the rubrics related to an understanding of ML populations in the PreK-12 setting and the effective use of research-based CLD strategies in instructional planning and delivery. The revised assessment tools were implemented in fall 2023. UNC has begun collecting data to examine what these assessments demonstrate concerning TCs' ability to work with students with limited English proficiency.

Because CDE's restrictions on maximum credit hours for a degree program leave no room for additional courses, not all programs include the systematic study of language acquisition, which is a requirement in the EL Standards. The CLD faculty revised and changed a course on Language Acquisition into an undergraduate Liberal Arts Curriculum (general education) course, starting in fall 2024, to make it required content in more, if not all, programs.

Another aspect of addressing diversity, equity, and inclusion is to incorporate Culturally Responsive, Trauma, and Evidence Informed practices into all initial teacher licensure programs. It is a CDE requirement and aligns with UNC's values. UNC has engaged in the following efforts to improve the curriculum and instructional practices to address these expectations:
1. At the recommendation of the CDE, UNC reached out to Metro State University of Denver (MSU) to learn from their experiences. A workshop was organized, in collaboration with MSU, to share with the education faculty across campus how MSU addresses this relatively new expectation.
2. As a result of learning from MSU, UNC established a partnership with Inspire Learning and Teaching to help programs identify appropriate modules addressing the relevant topics. Programs, based on their analysis of the gaps in addressing Culturally Responsive, Trauma and Evidence Informed practices, made decisions to choose modules to supplement their curriculum for related topics.
3. In addition, Educational Technology (ET) courses which are required by most teacher licensure programs and designed by the world-renowned expert faculty on Social Emotional Learning (SEL), highlight SEL to support Culturally Responsive, Trauma and Evidence Informed practices.
4. Behavioral Dimensions of Students with Exceptionalities I was significantly revised to include Culturally Responsive, Trauma and Evidence Informed practices. This course is required by the undergraduate Elementary, Special Education Generalist, and English Education programs and is strongly recommended for all other initial teacher licensure programs.
5. Many programs also infused Culturally Responsive, Trauma and Evidence Informed practices into their subject-specific courses. For example, the Physical Education program developed a new course, Sociocultural Concepts in Teaching Physical Education, which has a strong emphasis on culturally responsive teaching practices and trauma informed practices through accessing the Inspire modules and engaging with resources developed by the UNC Active Schools Institute (PE faculty) and funded by CDE/CDC (1801 grant funding).
6. Faculty members, with support from the CEBS Dean's Office, self-organized a book

study for faculty professional development. As a result of the book study, faculty members learned to recognize elements of Culturally Responsive, Trauma and Evidence Informed practices they are already teaching so that they can make the connections for TCs in a contextualized way while delivering required PTEP courses.

7. Following the book study, Content Based Literacies for Equitable Access to PreK-12 Instruction was developed as the course that all TCs from all programs take to scaffold development of Trauma Informed pedagogy, Colorado English Language Proficiency (CELP) standards, and evidence-based teaching practices through a focus on Culturally Responsive practices. This service course provides all students, in all fields of teacher education at all levels, with the opportunity to build an equity-centered, trauma-informed, and culturally responsive approach to teaching, to support CLD students through language development instruction using content-based literacies.

8. The program area matrices for content coverage reflect changes that are the result of a combination of the described efforts.

Table 2.2.1 presents data for TCs' professionalism and disposition development. The PDA covers nine areas of behavior indicating TCs' professionalism and disposition, mainly addressing TQS elements 5.03 and 5.04. Data were collected by three groups of stakeholders, TCs, MTs, and USs, from three different phases of the teacher prep programs: 1st practicum, final practicum, and full-time student teaching. One semester data show consistency in evaluations among TCs, MTs, and USs for both **strong areas** (bold text) and *growth areas* (italics).

Table 2.2.1

PDA Assessment by Mentor Teachers (MT), Teacher Candidates (TC), and University Supervisors (US) across three phases of field experience

	1st Prac. MT	1st Prac.TC	1st Prac.US	Final Prac.MT	Final Prac.TC	Final Prac.US	ST-MT	ST-TC	ST-US
E1	**95.62**	**95.88**	**96.92**	**95.62**	**95.88**	**96.92**	**95.62**	**95.88**	**96.92**
E2	92.93	83.95	95.61	92.93	83.95	95.61	92.93	83.95	95.61
E3	**96.3**	**94.65**	**96.05**	**96.3**	**94.65**	**96.05**	96.3	**94.65**	**96.05**
E4	88.22	90.95	89.03	89.49	90.95	89.03	89.49	90.95	89.31
E5	**95.29**	91.8	94.29	**96.61**	92.56	94.29	**96.61**	92.56	94.29
E6	*82.49*	*79.02*	*85.52*	*84.35*	*80.49*	*85.52*	*84.35*	*80.49*	*85.52*
E7	*86.2*	*78.19*	*88.15*	*86.2*	*79.66*	*88.15*	*86.2*	*79.66*	*88.15*
E8	*80.8*	*65.02*	*85.08*	*83.27*	*67.78*	*85.08*	*83.27*	*67.78*	*85.08*
E9	**95.29**	**95.47**	**96.47**	95.29	**95.47**	**96.47**	95.29	**95.47**	**96.47**

1. All evaluators tend to agree that the **strongest areas** are Elements 1, 3 and 9. These elements highlight that the TCs are: reflective practitioners, actively engaged, and responsible, demonstrating behaviors tied to TQS 5.03 and 5.04. MTs see Element 5 (interact effectively, respectfully, and empathetically across a wide range of situations and people) as stronger than Elements 3 or 9.

2. The three growth areas identified among evaluators are Elements 6 (i.e., working to ensure system-wide, high quality learning opportunities and experiences for all students), 7 (i.e., seeking understanding of complex issues in order to solve problems both independently and collaboratively), and 8 (i.e., being committed to mastering best practices informed by sound theory), behaviors tied to TQS 5.04. Understandably, TCs do not score highly in Elements 6 and 7 because they have minimal impact on systemic issues due to their current position as TCs. Importantly, TCs are the most critical about themselves for Element 8. Only 68% of the TCs rated themselves as meeting expectations. Research reveals that TCs have difficulty connecting theories known to them to the practices in which they engage. Therefore, program area faculty and USs may need to further explore how to assist TCs in identifying the connections between their daily practices and the underlying theory.
3. One unexpected finding is that rather than showing growth over time, differences do not exist between different phases of the program for most of the areas. MT evaluations show slight growth for elements 4, 6, 8 during final practicum while TCs self-evaluations show growth for elements 6, 7, 8. US evaluations show virtually no difference between phases except for element 4 where USs see minimal growth in student teaching. Evaluators seem to hold different expectations when using the PDA Assessment tool at different program phases. Notably, USs seem to assess TCs in practicum more generously. However, the PDA was designed to show TCs growth as they progress through their programs by having consistent expectations. Calibration training in using the assessment tool needs to be strengthened.

The PDQ data collected via LiveText (LT) prior to the use of SLL also shed light about TC professionalism and disposition development. PDQ data were collected via LT beginning in 2018, but the collection was not mandated until fall 2021 (due to efforts to spare students the cost of LT subscriptions). MTs, TCs, and USs participated in the evaluation. For the five-year self-evaluation cycle, the focus is on the data collection beginning in Fall 2019. Table 2.2.2. is a summary of the data gathered from PDQ via LT:

Table 2.2.2
Number of PDQ Assessments by LiveText

Semester	Total Evaluated Candidates for PDQ
FA22 - SP23	661
FA21 - SP22	803
FA20 - SP21	329
FA19 - SP20	411

The academic year 2020-21 was unique. Only one TC and two USs participated in the evaluations. Thus, the data analysis of the assessment for academic year 2020-21 included only those completed by MTs. Also, when LT was used for data collection, assessment tools were not explicitly matched to the current standards. Thus, LT could not generate data targeting TQS. A manual match was required after aggregating the data. Please refer to Match of PDQ by LT to TQS for detailed matching.

The Match of PDQ by LT to TQS, PDQ Data from LT on a 3-point scale since Fall 2019 shows the following:

1. TCs performed well in meeting the expectations of professionalism and disposition. On a scale of 1-3, the lowest accounting for 35% of the total grade score in practicum is 2.5 and it only showed in TCs' self-evaluation for E12 (portrays professional competence and confidence). Both MTs and USs rated TCs no lower than 2.6. For student teaching, the lowest score was 2.5 given by USs in Fall 2022 to Spring 2023 for E12 and 2.59 by TC self-evaluation in Fall 2019 to Spring 2020 also for E12. MTs regularly rated TCs above 2.7. When all elements are combined, the means of the rating is at or above 2.74 (91%) in practicum and 2.82 (94%) in student teaching.
2. To address areas for improvement, elements rated below 2.7 (90%) were identified as the targets. Findings summarized in Table 2.2.3. show that more elements are rated lower than 2.7 (i.e., those in red) as growth areas during practicum. Lower element scores are somewhat expected because TCs are in the middle phase of their program and continue to develop, grow and learn. A common growth area throughout the years is E12 (portrays professional competence and confidence). Meanwhile, since 2021, in addition to E12, E7 (collaboration) has been identified as growth area by all evaluators. Additionally, E8 and E10 were rated low by MTs and USs. Student teaching data show improvement. MTs rated TCs above 2.7 (90%) for all elements. US rating shows E10 and E12 continue to be growth areas in only 2022-2023. TCs are the most critical of themselves. In their self-evaluation, E12 was regularly rated lower than 2.7.

Table 2.2.3.
Summary of Data of PDQ by LiveText – Areas for Growth

Phases	Years	2019-20	2020-21	2021-22	2022-23
Practicum	By MT	E12	E12	E2, E7, E8	E7, E10, E12
	By TC	E12	N/A	E7, E12	E7, E12
	By US	E10, E12	N/A	E2, E3, E7, E8	E7, E10, E12
ST	By MT				
	By TC	E12	E12		E8, E12
	By US				E10, E12

3. According to the MTs and TCs during practicum and student teaching, E1, E4, and E9 were scored the highest, which were tied to TQS 5.03(1), 5.04(1), 5.04(2), 5.04(4) in the form of professional appearance, ethical behavior, and respect for diversity, which are more related to attitudes and disposition. E12, followed by E7, then, E8 and E10, were scored the lowest, which are tied to TQS 5.03(1), 5.03(4), 5.03(5), 5.04(1), 5.04(2), 5.04(3), 5.04(4) in the form of collaboration, professional initiative, student engagement, and professional competence and confidence, behaviors that typically evolve and improve given enough time and support. In fact, from the PDQ evaluation comments, professional confidence is typically the area that brings down the total score, which is not a surprise considering that all TCs are brand new to the profession.
4. During practicum, TCs evaluated themselves higher. The pattern of higher scores changed during student teaching. MTs rated TCs higher in all semesters while TCs evaluated themselves lower. This change may indicate TC growth in reflective practice.

5. All discrepancies and elements rated lower than 2.7 were areas upon which the faculty reflected for future improvement, which was further explored when PDA data was collected via SLL (see the PDA section).

The identified growth areas provide useful information for program areas to explore how to better support TCs in their growth for desired professionalism and disposition, while areas of strength should continue to be reinforced.

Lessons Learned

UNC's [Praxis Trends and Observations 2018 - 2023](#) report reveals undergraduate students continue to struggle to pass the required PRAXIS exam(s) for ECE, ECSE, and Elementary licensure.
- When comparing the data by majors, ECSE and special education majors in general demonstrate better performance than elementary majors; ECSE, special education and elementary students perform better than early childhood students; and graduate students perform better than undergraduate students.
- Students who identify as White tend to perform better than students who identify as minorities.
- While many factors influence how students perform on standardized tests, UNC continuously exam curricula to ensure appropriate content preparation
- in different majors, for students who traditionally struggle with standardized testing, especially minority students who may be at a sociocultural and linguistic disadvantage due to their diverse backgrounds that can lead to different interpretations of and responses to test questions. This includes exploring additional strategies to help the TCs (e.g., collaboration with 240 Tutoring).
- With the recent authorization of Multiple Measures assessments as an alternative to PRAXIS exams, UNC is working on a structure to counsel TCs, especially those who show great potential as classroom teachers, to take advantage of this process.

The PDA data collected and aggregated by SLL help determine how standards related to professionalism and disposition in the field are met and supports reflection on the quality of program delivery for more targeted continuous program improvement. Based on the PDA aggregate data results, two areas for focus have come to light:

- Training in using the assessment tool needs to be strengthened among USs and MTs.
- Program area faculty and USs may need to further explore how to assist the TCs in seeing the connections between theory and practice.

Prior to implementing the PDA (aligned to TQS) through SLL, UNC educator preparation programs used a PDQ tool. The PDQ tool was not aligned to TQS and was collected through LT. Because LT was only used for data collection during student teaching, data collection did not provide longitudinal data for TCs. Multi-year outcomes from the PDA through SLL analysis will provide a better understanding of how the TCs grow in professionalism and disposition as required by the TQS.

Domain 3: Clinical Experiences

3-1 All candidates have opportunities for intentional, diverse clinical experiences throughout their preparation experience.

What strategies/philosophies impact how candidates in all pathways are placed in field experiences?

UNC's guiding philosophy for the clinical experience aligns with "Principle 3: Teacher preparation programs provide intentional, coherent, and extensive clinical experiences for candidates" and the performance-based standards for high-quality teacher preparation programs, as published in *[Best in Class: Five Principles of Effective Educator Preparation](#)* (Colorado Department of Higher Education (CDHE), 2020). All UNC educator preparation programs provide intentional, coherent, and extensive clinical experiences for candidates. Research findings note:

> *… clinical practice is central to effective teacher preparation. Effective teacher preparation programs provide multiple, intentional, clinical experiences throughout candidates' developmental trajectory. Clinical experiences are aligned with program curricula so that candidates acquire classroom management skills and pedagogical content knowledge. Best practices indicate that candidates observe, experience, and practice the pedagogies about which they are learning in curricula and field settings* (CDHE, 2020).

The intention of UNC's clinical experiences is for teacher candidates (TCs) to:
- gain practicum experience teaching in authentic school settings, early and throughout each program with the support of high-quality mentors and a university supervisor (US), and
- use the clinical experiences to observe and reflect on prior learning gained through each program's curriculum including theoretical concepts and instructional practices that facilitate the growth of PreK-12 students.

Understanding the importance of clinical experiences to be provided throughout each program, faculty members designed or redesigned the course sequence for each program in a manner to ensure TCs can participate in field-based assignments as early as the first semester of each program. These experiences provide TCs opportunities to visit schools, talk with practicing teachers in the field, and implement instruction or one-to-one tutoring with PreK-12 students prior to beginning early field experience courses.

Program examples of these experiences include:
- Undergraduate Elementary and Early Childhood Education TCs visit and observe classroom practices in the first year of the program with additional course-embedded field assignments and experiences continuing into second and third years of the program.
- Undergraduate Secondary English Education, Mathematics Education, Social Studies Education, Science Education, and K-12 Art Education TCs participate in field experience observations beginning the first semester of each teacher education program. Some programs have additional course-embedded field assignments and experiences continuing into subsequent semesters.
- Undergraduate Special Education generalist TCs visit and observe classroom practices by the end of their second year in the program with additional course-embedded field

assignments and experiences that occur in both an elementary and secondary placement during years three and four.
- Undergraduate TCs enrolled in the Early Childhood Education (ECE), Elementary Education (ELED), and Special Education programs delivered at Center for Urban Education (CUE) engage in field components throughout the programs since the TCs are all classroom paraprofessionals or assistants.

Many of the initial licensure programs at the graduate level ensure field-based assignments begin in the first or second semester of each program. Further, clinical experiences for all programs at the undergraduate and graduate levels include early field experience requirements throughout the program, culminating in a full-time clinical experience, such as student teaching or graduate practicum, at the conclusion of each program. All UNC educator preparation programs meet or exceed the 800-hour clinical experience requirements mandated by CDE/CDHE. Full-time student teaching in all undergraduate teacher education programs includes at least 640 contact hours. While early field experiences vary from 160-200 contact hours. At the graduate level, the 800-hour clinical requirement is addressed differently by each program, with most exceeding the required number of contact hours.

UNC ensures the educator preparation curriculum complements and aligns with clinical experiences for all programs. At the undergraduate level, programs combine at least one methods course with early field experiences. The pairing of methods courses with early field experiences allows faculty members to design and implement methods course assignments to be completed in the field, as well as reflective assignments to assist TCs to consider how to improve their early teaching practice.

As an example, in the undergraduate elementary education program, the Mathematics and Science methods courses are taken concurrently with the mathematics/science practicum with assignments in the methods courses explicitly related to practice in the field. An example of this methods course and early field experience pairing can be seen in mathematics methods syllabus (see an example of Syllabus Connecting Methods to Field - Math). At the CUE, all TCs work as paraprofessionals in PK-6 settings and can directly link and implement content and materials taught in methods courses in their daily paraprofessional placements.

For undergraduate field experiences and student teaching, a full-time US is assigned to each teacher candidate. USs are either program area faculty or adjunct clinical faculty, selected based on experience and expertise in PreK-12 education. In addition, the PreK-12 classroom teacher in the setting where each candidate is placed, functions as the mentor teacher (MT). MTs are identified with the help of the school district following the CDE requirements to be licensed in the targeted content areas with at least three years of successful classroom teaching experience. USs and MTs work together to provide mentoring, supervision, and evaluation of each TC.

All Special Service Provider (SSP) and Administrator programs have well-developed, sequenced practicum experiences to assist candidates in applying the knowledge and skills learned through their coursework. The number of hours varies, and students in some programs will take a combination of school and non-school practicum hours. As noted in the assessment section, all field placements are evaluated by a site-based supervisor who works closely with a faculty member who is the instructor of record for a specific field placement course. Programs such as School Orientation and Mobility are added endorsements for individuals who already have licensure in Special Education, thus the number of required practicum hours is lower, at 350 hours. For other SSP programs, the degree leads to initial licensure and the expected

number of practicum/internship hours ranges from 700 (School Counseling) to 1800 (School Psychology). The School Nursing program has skills-based labs where students develop initial skills and then have field-based placements in clinic and school assignments. There are 840 clinical hours in the program, based on what is considered clinical by the State Board of Nursing, plus an additional 165 hours of simulation/skills laboratories, which leads to 1005 hands-on hours. In the Administration programs, principals complete 360 hours for their internships, administrators, 180 hours, and Special Education Administrators, 135 hours of externship.

3-2 All candidates have opportunities for clinical experiences that align to educator licensure and state standards.

In what ways do candidates participate in each field experience?

What supports are in place to ensure quality field experiences?

How are mentors selected/trained?

How are candidates receiving feedback, from multiple observers, as they implement theory into practice?

What systems are in place to support struggling candidates?

How do field experiences build on prior field and course work?

Successful clinical experiences rely on strong partnerships with schools and districts. At UNC, the functionality of partnerships at different levels goes beyond identifying needs and exploring collaboration strategies. Strong school and district partnerships are crucial for high–quality clinical experiences. Four types of partnerships exist for all UNC educator preparation programs. These differing partnerships affect the design, delivery, and evaluation of the field and clinical experiences and include partnering with the state education agency (SEA), local education agencies (LEAs), individual schools and principals, and classroom teachers. CDE sets the rules and regulations regarding the nature of field experiences TCs must complete. Districts or LEAs engage in partnership with UNC to ensure TCs have high quality field placement options. In schools, principals and classroom teachers impact field experiences in a variety of ways. For instance, some principals review and approve the candidate placements in their schools; identify and approve classroom teachers for placement; and identify appropriate grade levels for placement within their schools. MTs work directly and most closely with TCs, and in accordance with the previously mentioned influences and the field placement handbooks, negotiate field experience opportunities with the TCs. These negotiations include the specific nature of the instructional load each candidate takes on, the nature of the academic content presented, and the best means of classroom management in each individual setting.

The [quality of mentor teachers](#) is crucial to TCs' success in the field and is vetted through partnerships with districts and school principals. Field placements are sought, approved, and vetted by UNC in partnership with school districts, school principals, school human resource officers, and/or classroom teachers. Specific effort is made to identify the most appropriate placement and MT for each candidate. UNC's field placement offices identify placements and negotiate the placement of TCs with highly qualified classroom teachers. For more information

on the requests for TC placements to districts and schools, see the [Placement Request](#) document.

UNC continuously evaluates, revises, and adjusts the design of field experiences and requirements to assure alignment with Colorado educator licensure standards. Most program assessments are conducted in the field during the early field experience or student teaching. As discussed previously, assessment tools are explicitly aligned with appropriate CDE licensure standards. Further, assessment tools are used multiple times in multiple settings and at different stages of each program to provide formative and summative data and feedback related to TCs' pedagogical and dispositional development during their program.

Program areas employ various mechanisms to ensure all stakeholders hold the same expectations for TCs in field experiences. These mechanisms include stakeholder/MT/US orientation meetings, field handbooks, meetings with stakeholder groups each semester, consistent communication for MTs, USs, and TCs. Moreover, when a field experience course is a co-requisite to a content course, mentors are provided with contact information for the course instructor. All stakeholders involved in a particular field experience are provided with the appropriate field handbook. Orientation meetings are provided for most field experiences, UNC is working to adapt this practice for all field experiences.

Program Coordinators oversee all aspects of each field experience, including the quality of the clinical experience, and manage issues that arise during field experience in a timely fashion. Program Coordinators visit schools and interact with MTs and school administrators, multiple times throughout each term; they also focus on meeting with MTs and TCs at field experience sites should an issue arise.

USs liaise between UNC and the administrators and mentors at each field site. The USs make frequent visits to field sites, observe UNC education TCs, and meet with TCs and their mentors. Moreover, USs are encouraged to interact with school leaders and administrators to discuss shared issues and/or explore collaboration needs. More importantly, USs meet with MTs to discuss the development of the TCs in relation to the expectations outlined by the programs and may discuss TC performance and expectations with the school leaders as needed. Detailed expectations for supervisors can be found in the MT-US

For the student teaching experience, USs play a crucial role in working closely with the schools and MTs to ensure quality and consistency. USs attend student teaching orientation sessions along with the TCs. MTs attend student teaching orientation as availability allows due to UNC's large student teacher population, and the scope and breadth of student teaching placements. To better meet the needs of MTs across Colorado and the nation, some programs provide a virtual MTs training program.

Course instructors in co-requisite courses provide TCs guidance and insight on field placement expectations. Co-requisite courses often include assignments completed during the field experience. In these instances, the instructors are responsible for outlining and providing support in meeting the expectations. Several programs (e.g., undergraduate and graduate elementary education programs, and the secondary and world language graduate licensure programs) provide these forms of experience.

When multiple clinical experiences occur prior to student teaching, the first field experience is typically tied to TCs gaining an initial understanding of the learners and school system. For

instance, the undergraduate elementary education program, as a component of an initial literacy course assignment, requires TCs to participate in an initial field experience. Further, for the initial field experience for secondary education students, TCs are required to co-teach at least one lesson. The subsequent secondary field experiences, prior to student teaching, build on this expectation by requiring secondary TCs to teach at least one lesson in their second experience and teach at least five lessons in their third experience. TCs receive coaching and feedback at each phase. This sequential development of lesson implementation ensures the secondary TCs have a strong foundation in lesson development and planning prior to student teaching. Moreover, for programs that have a PreK-12 focus, TCs are often required to complete assignments from methods courses in co-requisite early field experiences. As such, all early field experiences build upon the preceding field experiences and prepare each candidate for the final student teaching experience.

UNC's design of field experiences is intended to have TCs implement theory into practice and ensure that TCs receive feedback about their professionalism/disposition and knowledge/skill development from multiple observers and at different stages. One form of feedback to TCs comes from program level assessments (see Figure 2) used throughout the teacher preparation programs. The Professional Dispositions Assessment, Lesson Plan and Lesson Observations forms are implemented in various field experiences and completed by MTs and USs. Each completed assessment provides feedback to the candidate to identify strengths and growth areas for the existing and subsequent field experience. Additionally, programs use data from the multiple points of assessment to engage in regular, systematic, and ongoing iterative evaluation and program improvement.

TCs may receive feedback from several different mentors and USs and in a variety of contexts throughout the program. TCs are also encouraged to engage in in-person or virtual feedback discussions with their MT and US. These interactions are powerful as TCs, MTs, and USs develop bonds and trust throughout the program. These bonds are essential to effective coaching. In addition, assignments like field journals provide another form of feedback when reviewed by MTs and USs. In addition, faculty members give students a means to implement pedagogical, theoretical, and evidence-based practices when methods courses align with early field experiences. In doing so, faculty members subsequently provide an additional feedback and alignment loop for TCs between what is learned in courses and how it is practiced and implemented in field experiences.

In 2023, UNC evaluated the use of candidate "concern forms." TCs, MTs, USs, and program faculty found these forms to be unnecessarily negative in tone. After examining stakeholder feedback and the purpose of the form, in 2022-23, UNC re-envisioned the form as a Professional Improvement Plan.

For TCs who struggle to demonstrate the expected achievement of performance in the field, a Professional Improvement Plan (PIP) is used. The purpose of the PIP is to identify and address any area(s) potentially hindering a student's success and to develop strategies and plans to resolve the issue(s). A Professional Improvement Plan is intended to support TCs' growth and success. When deemed necessary, a Professional Improvement Plan is developed by a program coordinator in collaboration with a TC's US, MT, and the TC. The improvement plan provides the reason for the plan, lays out expectations for the candidate, sets a timeline for meeting them, and lists the support to be provided to ensure candidate success. The plan also identifies the consequences of a candidate not meeting the expectations of the improvement plan. Depending on individual situations, university administrators such as the associate dean for educator preparation or the Dean of Students Office may be involved. If a TC does not meet

the expectations set forth within the delineated improvement plan and timeline, the TC may enter the protocol for delayed program completion or removal from the program. Due process rights are described in UNC's [Student Policies and Procedures.](#)

Student Support Services

In addition to academic support, field-based support, and assistance provided through candidate advisement, UNC has various support services in place for all students, including educator preparation candidates. These services are offered across units in the academic affairs and student services divisions. Support includes academic support, financial support, and behavioral support.

Detailed information on differing supports and services available to students can be found at:

- [Academic Advising at UNC](#)
- [Academic Advising College of Education and Behavioral Sciences](#)
- [Academic Advising College of Humanities and Social Sciences](#)
- [Academic Advising College of Natural Health Sciences](#)
- [Academic Advising College of Performing and Visual Arts](#)
- [Office of Financial Aid](#)
- [Office of Institutional Equity and Compliance](#)
- [Student Academic Success Service at UNC](#)
- [Student Resources and Support at UNC](#)

3-1P. Candidate Support Team Principal Pathways.

Each Principal or Administrator licensure candidate is supported by a program advisor who typically supervises a candidate's internship. In addition to the university program advisor, internship candidates work with licensed and experienced principals or district administrators/superintendents throughout their internship experiences. The program advisor (as well as faculty members) works with each student and their internship mentor to ensure application of course content and full exposure to learning and associated activities related to each of the Colorado Principal or Administrator Standards.

3-2P. All candidates have opportunities for experiences that align to educator licensure and state standards.

The Principal and Administrator licensure internships start the first semester that a student is admitted to their program. In that first semester, the student works with their field supervising principal/district administrator to develop an internship plan that will provide them with experience aligned with at least three elements for each of the four standards for the appropriate license. The internship plan is then reviewed with the university internship supervisor (often the student's program advisor), any necessary revisions requested, and then approved. The university internship supervisor communicates with the field supervisor for each student to answer questions, review the intern's progress, and address any concerns regarding successful completion of the internship plan. Students identify their own field supervisor which usually is their principal for principal internships and their district superintendent for administrator internships. Interns receive feedback from field supervisors and from the university

internship supervisor at the beginning, middle, and end of each semester that the student is enrolled in internship credits (Educational Leadership and Policy Studies).

Since the Principal and Administrator licensure programs were developed and are aligned with the respective Colorado standards for each license, coursework can be directly applied to the field, particularly in internship activities. Many course assignments are to be completed in a school or district setting, such as the analysis of professional learning needs and the development of a professional learning plan for a school or district. If a student or field supervisor indicates there are any issues, the internship supervisor meets with them to determine the concern and develop appropriate strategies in response to it. Infrequently, interns will need to change their field supervisor, but that is always an option depending on the issue.

Domain 4: Program Impact & Continuous Improvement

4-1 Program regularly engages in processes to evaluate program strengths, challenges, and improvement foci. Systems and protocols are in place for ongoing review and reflection.

What is the impact of the program in producing effective educators and how does the program determine effectiveness?

The UNC educator preparation faculty implements ongoing reflective practices at the individual program level. UNC uses multiple indicators to examine program effectiveness. These indicators include:

- Course evaluations completed by educator preparation students;
- Faculty member peer reviews of teaching;
- Evaluation of teacher candidates' (TCs') content knowledge, pedagogical skills, and field-based performance;
- Input and feedback about programs from partner schools, university supervisors (USs), and mentor teachers (MTs);
- Comprehensive program review completed internally by Academic Affairs;
- Formative and summative data generated by field mentors and USs, as well as the UNC Field Placement Office; and
- CDE Educator Preparation Programs (EPP) reports.

Many of these measures are continuous across terms and provide program area faculty with an opportunity to conduct ongoing analysis of *program strengths, challenges, and improvement foci.* The continuous updating of CDE licensure/endorsement requirements also assists program area faculty in determining *improvement foci*. The use of a variety of self-improvement strategies ensures programs are up-to-date and relevant. Some examples of program revisions and updates stemming from internal program reflection include but are not limited to:

- The School of Special Education faculty recognized the benefit of additional learning opportunities for TCs related to the Science of Reading (SoR). To enhance the content of existing courses, the faculty sought and received external grant funding to develop three modules specific to Structured Literacy and Dyslexia. These modules are autonomous online courses offered free of charge to all educator preparation TCs and any practicing teachers who may be interested.
- The Middle School/Secondary mathematics education faculty worked to incorporate academic strategies on language and literacy for mathematics learning and culturally and linguistically diverse (CLD) populations to support diverse learners. This work resulted from review of research-based best practices for supporting diverse learners in mathematics classrooms, training from recognized organizations (i.e., Quality Teaching for English Learners and World-Class Instructional Design and Assessment), district partnerships with local CLD instructors and mathematics teachers, and ongoing conversations with CLD faculty at UNC. In addition, UNC faculty members from the Department of Mathematical Sciences and the School of Teacher Education submitted a grant proposal in fall 2023 to the National Science Foundation aimed at creating a research-based model for preparing mathematics TCs to implement content-language

integration in mathematics classrooms. The faculty members are using the feedback on the unfunded grant to develop a fall 2024 submission.

- English Education faculty members engage in ongoing interactions and reflections with MTs to ensure teacher TCs' field experiences reflect up-to-date pedagogical practices. English Education faculty members also participate on CDE committees regarding new initiatives and assist with program review for other universities.
- Social Studies Education faculty created faculty seminars focused on best practices for teacher candidate career readiness and pedagogical practices to better prepare future teachers. Further, the Social Studies Education faculty conducts informal evaluations of courses each term and uses the results to inform program curricula.
- Elementary Education faculty members engaged in large-scale program revision since the last CDE/CDHE reauthorization in 2018, primarily focused on reading content. Several new courses were created to reflect a more explicit, programmatic focus on the SoR. Other courses were revised to include SoR content, further extending the reach of this content across the program. These program revisions reflect alignment with the Colorado Academic Standards and the Rules for the Administration of the Colorado Reading to Ensure Academic Development (READ) Act. As a result of this effort UNC's undergraduate program was recognized as "the only one in Colorado to earn full credit for its approach to reading instruction for English learners" by the National Council on Teacher Quality (Chalkbeat Article June 2023).
- In 2021, the undergraduate Culturally & Linguistically Diverse (CLD) and CLD Bilingual Endorsement programs moved from the College of Humanities and Social Sciences (HSS) to the (CEBS). This change presented an opportunity for the CLD faculty to engage in substantive curricular and program review based on the CDE educator licensure standards, assessment of TCs' performance, and feedback from the TCs. As a result, faculty members revised the courses and curriculum to better align the endorsements with the required standards, eliminate redundancies in course content, and address gaps in needed knowledge. Now the program sequence clearly identifies the "foundations" course options, includes a content-based literacies course to better meet CDE literacy standards, as well as methods and practicum courses are now co-required. In addition, the Spanish language proficiency component of the CLD Bilingual Endorsement was revised to provide students with an alternative means to demonstrate proficiency in the language (e.g., PRAXIS test). Pathways were created so that middle/secondary teacher education TCs can complete the endorsement within their 4-year plan. The collaboration between units has led to mathematics and English education strengthening the CLD components of their preparation programs.
- K-12 Theatre Education faculty members include school district art coordinators from several school districts, including Denver Public Schools, Jefferson County Schools, and Colorado Springs Schools. These practitioners participate in the delivery of methods courses. The district art coordinators provide guidance to TCs, conduct practice employment interviews, and answer questions TCs have about their future profession. The integration of the district art coordinators serves as a learning and recruiting opportunity and tool for TCs.
- K-12 Visual Art Education faculty members attend quarterly Arts Think Tank meetings with various Colorado school district art coordinators, CDE art content specialists, and teacher leaders from various programs and schools to ensure they and the K-12 visual arts program remain up-to–date on the latest changes to the Colorado Academic

Standards for Visual Art as well as how content-specific literacy and numeracy is evidenced in the Teacher Quality Standards (TQS).

As mentioned previously, UNC's efforts to streamline and ensure consistency in reflective practices across all educator preparation programs continue to evolve. Consistent and continuous implementation of reflective practices university-wide have benefitted from consistent and stable leadership in academic affairs and the implementation of the Educator Preparation Program Assessment and Reauthorization Team (EPPART). The EPPART team, with support from Academic Affairs, designed and piloted common, systematic assessments that lay the foundation for ongoing program evaluation. UNC is generating and collecting standards-based data from many of the systematic assessments using the Student Learning and Licensure (SLL) platform. These data lay the foundation for ongoing review and reflection of program effectiveness. In addition, annual review of the CDE EPP reports has become an integral step for program review and reflection. Additional details related to these metrics can be found throughout this report.

UNC has initiated discussions internally and with the district partners on how to systematically gather data from school partners regarding the TCs' effectiveness in the classroom and the effectiveness of UNC's preparation programs.

4-2 Program has in place formal and informal processes for gathering stakeholder feedback and other impact evidence from candidates, faculty, staff partners and others.

How are workforce needs considered and what is the program impact in meeting the needs of Colorado schools?

How do program faculty use feedback from candidate performance (during and after the program) to influence program improvement?

How do programs address CO needs for teachers?

Formal Process:
UNC uses data as evidence of impact and TC performance annually from the CDE EPP reports (inclusive of workforce and TC quality data); universal and individual program level assessments of TCs; mid-term progress reports of undergraduate TCs performance; individual instructor/course evaluations; data on educator preparation shortage areas from CDE; and, as available, national reports on educator preparation shortage areas, such data and reports from organizations such as the American Association of Colleges for Teacher Education (AACTE).

UNC utilizes CDE EPP reports on placement rates, employment context of graduates, and UNC graduates' retention, mobility, and attrition rates, as bases for program reflection, review, and revision.

The CDE EPP report provided the following information for in-state placements for traditional educator preparation programs in 2020-21. The CDE EPP report indicates UNC's in-state placement rate is slightly above the overall placement rate for traditional programs (see Tables 4.2.1 and 4.2.2).

Table 4.2.1
Comparison of Placement Rate in Colorado 2020-21 for all EPPs and UNC

	All Colorado EPPs %	UNC %
Overall	58.7	60.7
Female	78.5	82.5
Male	21.5	17.5
Asian	1.4	1.5
Black	1.6	1.5
Hispanic	16.0	13.1
White	78.5	82.5

Data from the CDE EPP report in Table 4.2.2 indicates UNC's employment context closely mimics the overall statewide employment context.

Table 4.2.2
Employment Context 2020-21

Employment Context		Statewide Employment %		UNC %	
ELL	Medium to high	28.3	60.7	34.4	66.7
	High	32.4		32.3	
Minority Students	Medium to high	27.97	61.41	30.1	59.1
	High	33.44		29.0	

Data from the CDE EPP report, as viewed in Table 4.2.3, also indicates a close alignment among retention, mobility and attrition between statewide traditional preparation programs and UNC.

Table 4.2.3
Retention, Mobility, Attrition for 2019-20 cohort

	State Traditional Programs %	All State Programs %	UNC %
Retained in school	68.7	68.8	68
Retained in district	10.1	8.3	9.2
Retained in State	10.2	8.3	10.6
Retained in Ed	0.4	0.9	0.4
Leavers	10.6	13.7	12.0

Table 4.2.4
UNC Indicators for UNC Graduates Teacher Effectiveness Compared to Statewide Averages from the Perspective of the school administrators since 2016-17

Year	TQS1 CO	TQS1 UNC	TQS2 CO	TQS2 UNC	TQS3 CO	TQS3 UNC	TQS4 CO	TQS4 UNC	Overall CO	Overall UNC
2020-2021	91	92	92	89	92	90	93	92	90	89

| 2019-2020	95	95	96	96	95	96	94	94	90	90
2018-2019	na	na	na	na	na	na	na	na	na	na
2017-2018	90	81	91	84	90	83	91	83	91	87
2016-2017	90	86	83	74	82	80	79	76	89	82

*Data from the CDE EPP report regarding UNC's graduates' overall teacher teaching effectiveness
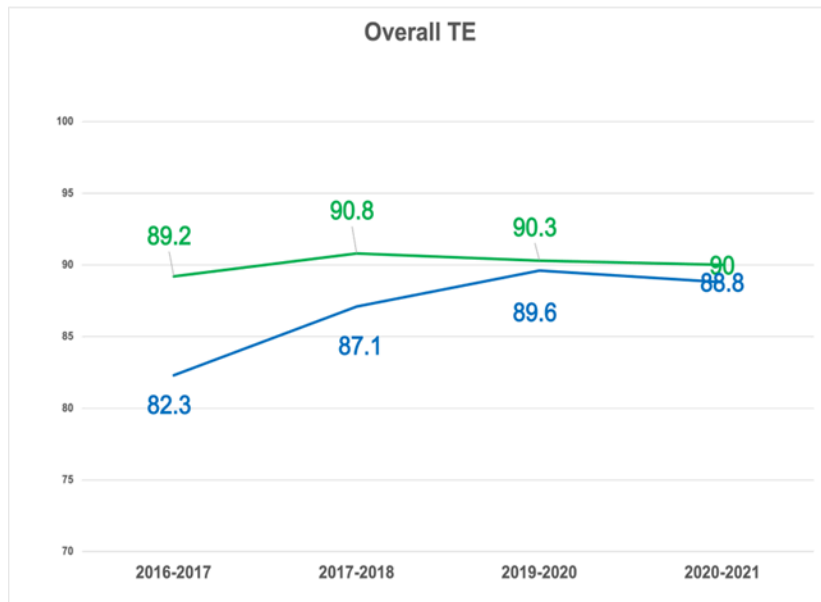
Figure 4.2.1 is a visual representation of the data:

Figure 4.2.1

Visual Representations of CDE EPP Teacher Quality Standards ratings: proficient, accomplished, and exemplary 2016 to 2021

GREEN= CO BLUE=UNC

Overall TE

89.2 — 90.8 — 90.3 — 90

82.3 — 87.1 — 89.6 — 88.8

2016-2017   2017-2018   2019-2020   2020-2021
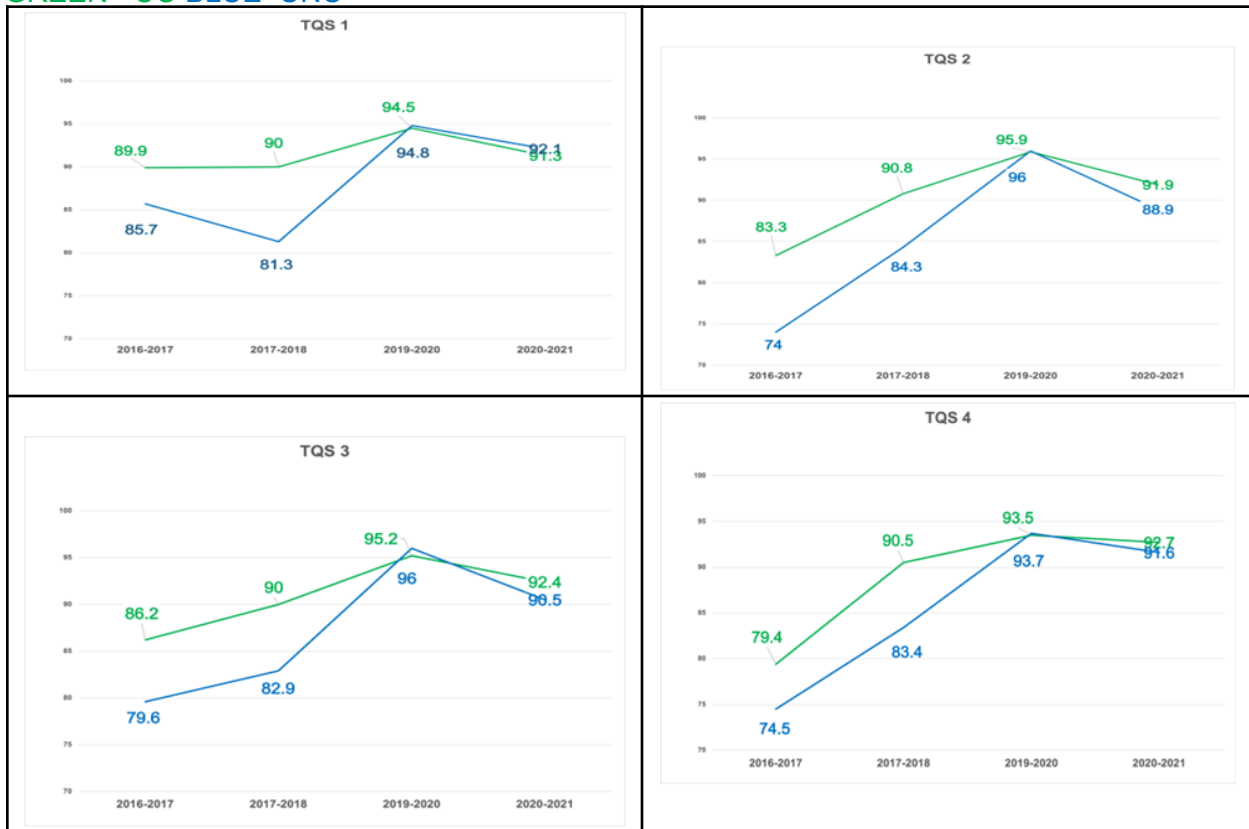
The data first reveal that ratings by school administrators show steady improvement of UNC graduates' effectiveness over the years regarding the TQS (except for TQS 1 where there was a decrease from 2016-2017 to 2017-2018), which indicates increased satisfaction by school leaders until 2020-2021 when the COVID Pandemic hit. In addition, UNC graduates' effectiveness improved from being below the state's average regarding all TQS to being slightly above the state average for the TQS until 2020-2021. At the same time, there is one puzzling piece in the data: in 2019-2020, while UNC graduates were rated at a level above the state average for all TQS, the overall rating regarding Measures of Student Learning for UNC graduates was below the state average. Finally, while improvement was shown for Measures of Student Learning, UNC graduates' perceived performance continues to be below the state average. Measures of Student Learning may be based on pupil performance on the standardized tests which are often impacted by many factors beyond a teacher's control.

To understand how the program level assessment data are aligned with the CDE EPP report, a comparison between the CDE EPP findings and the findings from the Program Completer Survey (PCS) were considered. However, several factors limit such a comparison:
1. Before the new assessment's implementation in 2022, the PCS tool used was cumbersome with a list of 64 components not directly or explicitly aligned with the TQS. A manual match of the previous tool was completed with the TQS. Here is the Old PCS by LT Matching to TQS. However, LiveText, which was used for data collection, did not have standards built in thus it could not generate data by TQS.
2. With a focus on using data to inform program improvement, UNC faculty examined the PCS data from LT to identify where TCs excelled or struggled.
3. The CDE EPP report covers 2016 to 2021 with no data in 2018-2019, but the LT data covers 2018 to 2023 (see Old PCS data from LT 2018-2023), the only years overlapping for the comparison are 2019-2020 and 2020-2021. The comparison can only be conducted for the two years from 2019 to 2021.

The comparison reveals that the data collected via LT shows two growth areas all related to TQS 4 (5.04 (4)), which is to "demonstrate leadership in their school, the community, and the teaching profession," while the CDE EPP report does not show a pattern of areas in which TCs' struggled.

According to the CDE EPP report, as summarized in Table 4.2.5, the area where TCs struggled in 2019-2020 was TQS 4, aligned with UNC data, but in 2020-2021 it was TQS 2.

Table 4.2.5
Comparison *of Areas for Growth Based on CDE EPP Data and UNC Data*

Year	TQS1 CO/	UNC	TQS2 CO	UNC	TQS3 CO	UNC	TQS4 CO	UNC
2020-2021	91	92	92	89	92	91	93	92
2019-2020	95	95	96	96	95	96	94	94

For strong areas, the comparison shows inconsistency. LT data indicate that TCs are strong in both years in ethics which is tied to professional conduct (TQS 5.04(1)), while the CDE EPP report shows they are strong in TQS1 in year 2020-2021 and TQS2 and TQS3 in 2019-2020.

This is still an initial stage of collecting and analyzing data from the new assessment tools more intentionally and explicitly aligned with the state TQS. There is confidence that the new tools will better align with the CDE EPP report in future years.

When it comes to gathering stakeholders' feedback, the TCs are important stakeholders who also provide useful impact evidence through TC Final Field Experience Feedback Survey as part of the exit process. Since the adoption of SLL, the survey was redesigned to be more comprehensive and streamlined. The survey collects TC general feedback about their field experiences during practicum and student teaching at the exit of the program, to show how the clinical part of the programs is viewed by the TCs in terms of the support they received from the MTs and USs, as well as the overall design of the field experience.

The initial collection and analysis of the one semester TC Final Field Experience Feedback Survey data reveal the following:

- The overall satisfaction of TCs with their MTs and USs in the field is very positive. On a scale of 5, the mean scores of all rated areas are between 4.4 to 4.9.
- TCs view the support they received from the MTs more positively than that from the USs: the mean scores of all rated areas for MTs are between 4.4 to 4.9, while for USs it is between 4.4 to 4.5.
- The general satisfaction about the design and impact of the field experience is also positive: the mean scores of all rated areas are between 4.1 to 4.9. The area scored the lowest at 4.1 was related to "adequate instruction about the field expectations in the field handbook/syllabus," which aligned with the feedback collected from the visits to school leaders.
- The comments from the TCs in the survey identify strengths and growth areas for the MT, US, and the field experiences in general. Table 4.2.6. shows the number and types of responses among the 32 surveys collected:

   Table 4.2.6.
   Number of Candidates Providing Qualitative Comments on the Field Survey

About	Number of TC providing Comments	All Positive	All Concerns	Mixed
MT	21	21	0	0
US	20	13	5	2
Field in General	17	10	7	0

Positive comments about MTs show TCs' overwhelming appreciation of MTs' expertise, responsiveness, role modeling, patience, and support given to the TCs. While the majority of TCs are satisfied with their USs, the comments associated with concerns are related to lack of timely feedback (2), inability to help with technical issues related to the use of SLL (1), difficulty setting up time for lesson observations (1), and unprofessional comments (2). Finally, all seven comments related to concerns about the field experiences in general point to two growth areas f: Clearer communication about field expectations and more effective training about the use of SLL for program level assessments.

The field feedback provided by TCs collected each semester helps identify professional development needs for MTs and USs, explore better communication strategies about field expectations from the UNC programs, make future hiring decisions, and further strengthen the survey tool to improve accuracy. While reviewing the survey results, it was noted that the survey originally combined the experiences in the school and the classroom. However, the two environments could be different for each TC. Accordingly, the survey tool was refined to separate the item into two: one for school experience and one for classroom experience.

Refer to Domains 2 and 3 where program level assessment data are presented and analyzed for how program level assessments are used to evaluate program impact on candidates' competencies.

Another way to collect data about the school needs and program impact is through the UNC Educator Employment Day event, the largest one in Colorado. The event provides data for the teacher shortage and TCs' performance in job interviews, available data are used for program improvement purposes (e.g., communication expectations, professionalism, knowledge of the schools, etc.). During the Educator Employment Day events, college faculty members distribute surveys to employers who interview and/or employ UNC TCs and graduates to determine how well the TCs and graduates are prepared for their interviews and for teaching. Survey results document that the TCs receive high scores, especially in the area of professional dispositions and when survey responders are asked to compare UNC TCs with TCs from other institutions. In previous years, when employer interviewers were asked if the candidate interviewed was competitive with other applicants for a position in their district, 91-98% answered "Yes."

TCs' success is further evaluated in the hiring process through the UNC Alumni Survey, conducted of all graduates within one year of graduation. Based on the 2021-2022 data collected via First Destination/Alumni Survey conducted by UNC, there are high rates of employment for UNC teacher preparation program completers (88% for undergraduate teacher graduates and 97% for graduate teacher graduates). Among these graduates, 97% are placed in a job related to their majors and licensure areas.

Additional informal feedback from various sources underscores the following:

- Constant requests from local schools or districts for teachers provide information about the local teacher shortage areas.
- UNC's strong connections to partner schools located in the northern Colorado school districts in proximity to the UNC campus. The Partner School model provides ongoing discussions with public school officials on practices related to hiring and recruitment trends.
- The associate dean for educator preparation, actively interacts with Colorado Association of School Personnel Administrators (CASPA) on a regular basis, gathers input from the CASPA people about shortage areas and quality of TCs' performance, and brings back information to UNC that encourages or facilitates program development/revision.
- TCs' notes to the faculty identifying program strengths and improvement areas for better supporting TCs.
- Communication from MTs and USs about TCs' performance leads to timely action offering support or strategies fostering TCs' growth.
- Academic advisors periodically share information about a candidate, which is used as feedback for program improvement. For example, revised course sequencing and scheduling to better meet students' needs.
- Conversations at faculty and program meetings provide information about TCs' experiences and program delivery which may lead to revised policies, processes, and protocols to better support TCs. Examples include establishing financial support to help TCs overcome financial barriers or new program development to add the CLD endorsement as a program option.

UNC educator preparation programs seek to meet Colorado workforce needs. In education, the shortage of teachers, especially teachers of color, is a priority area of need. Here are some examples that illustrate program impact in meeting the needs of Colorado schools.

- **Cumbres Teacher Preparation Program:** This program is a comprehensive initiative that combines co-curricular activities, scholarship funds, and support components for students who are pursuing a degree in teacher education and seeking to enhance their expertise in CLD education. The program is built on four key high-impact educational practices, namely the establishment of a living/learning community, the implementation of a learning community within the classroom, the provision of mentorship opportunities, and the cultivation of leadership development skills. Notably, 69% of the active members are students of color, the majority of whom are Latine/Hispanic. Furthermore, 67% of the students enrolled in the Cumbres program are first-generation college students. Cumbres' students are paired with experienced Greeley/Evans School District 6 (D6) MTs offering support during Early Field Experiences starting in the first year. In addition, students engage in leadership development support through monthly workshops conducted by guest speakers who delve into topics related to well-being, CLD issues in the United States, education, as well as diversity, equity, and inclusion, among others.

  In Spring 2024, four Cumbres students received scholarships to complete online graduate level course work in the new Accelerated MAT 4+1 CLD program. This unique program enables students in the undergraduate Elementary Education Licensure Program to earn a teaching license with a CLD Endorsement and then complete an MAT in CLD in one year after graduating with a BA.

- **Project Teacher Find**: This project is a collaborative effort between D6 and UNC, aimed at recruiting more underrepresented students into the teaching profession through a

scholarship. Students are recommended by D6 counselors, screened by a scholarship selection committee of D6 personnel, an associate dean of CEBS at, and UNC's Financial Aid Office. Recommendations are then made to UNC. The criteria include high school GPA and minority status. In the past five years Project Teacher Find has recruited 24 students into UNC's teacher education programs. Of those 24 students, 8 have graduated with teaching licensure and 10 are still seeking teaching licensure. Hence, a retention rate at 75%.

- **The Center for Urban Education (CUE)**: CUE works to increase educator diversity and prepare teachers from traditionally underrepresented communities. CUE offers teacher preparation programs leading to Colorado licensure in Early Childhood Education, Elementary Education with a CLD endorsement, and Special Education. It aligns teacher preparation efforts with the specific needs of local school districts and schools. Seventy-five percent of the CUE's TCs are students of color and more than 90% are 1st generation college students. CUE and its school partners strive to increase the number of Black, Indigenous, and People of Color teachers hired in the Denver metropolitan area. Notably, the Center received the 2024 Increasing Educator Diversity Award from AACTE.

- **CUE's Grow Your Own** program asks TCs to work as paraprofessionals in schools in the mornings and complete their teacher preparation courses in the afternoons and evenings. CUE's TCs benefit from more than 3,000 hours of on-the-job experience in which they provide tutoring, small-group instruction, and whole group lessons. Graduates are highly prepared for classrooms once hired into area schools. CUE TCs include younger students placed in paraprofessional positions in schools, older students who may have served as paraprofessionals for years, and adults who have decided to change careers. The mix of these students' varied experiences benefits all. All CUE graduates are hired as classroom teachers within 6 months of graduation (most immediately) and mostly in the schools and communities in which they served as paraprofessionals.

Lessons Learned

The program area faculty's priority is always the success of TCs and a commitment to continuous program improvement. These foci are evidenced by constant curriculum revisions and instructional innovations aimed at better preparing and supporting TCs. However, for consistency across the campus and the individual programs, stable and strong campus–wide leadership plays a crucial role. For example, the formation of EPPART enabled the formalization and implementation of the five program level assessments to provide consistency and quality explicitly aligned with CDE standards.

Collaboration with key stakeholders such as CASPA keeps UNC's teacher educators updated about the needs and demands from the field. School leaders discuss with UNC faculty where UNC excels and where challenges may exist. These messages, in turn, create an internal initiative to engage in conversations and an authentic desire to listen and learn.

The CDE EPP report provides an abundance of data that are informative for program improvement. While some individual programs have used the CDE EPP reports for program development, such as secondary English Education, these data could still be used in more regular, systematic, and centralized ways. This reauthorization process has provided a renewed focus for UNC to review the available EPP data from the CDE more meticulously and

consistently. The plan is to rebuild annual data analysis as a routine requirement for all UNC educator preparation programs for ongoing review and reflection.

Comparison between graduates' performance data from the CDE EPP report and the assessment data collected by SLL indicate an alignment between UNC internal evaluation of the TCs and school administrators' evaluation of UNC graduates. At the same time, the data analysis of program level assessments indicates that the training of MTs and USs in using assessment rubrics for inter-rater reliability needs to be strengthened. Discrepancies between MTs and USs ratings need to be examined for consistency in application. A current and future focus is on improving the use of SLL for more effective stratification of data and seeking support for a professional data analyst.

Goals and Concluding Statements

UNC celebrates the number of highly qualified educators completing programs and securing licensure in Colorado and across the nation, in the context of a state and national decrease of new educators. Feedback from school districts, BOCES, and other partners during the hiring process notes support for UNC graduates' skills and competencies. Further, faculty accomplishments in the areas of research, scholarship and creative works across all areas of educator preparation at UNC contribute significantly to the national agenda focused on improvement and innovation in educator preparation programs. One important purpose of conducting the self-study and working with the CDE for reauthorization is to seek feedback for continuous program improvement. UNC's focus continues to be on continuous improvement.

The process of continuous improvement laid the foundation for this self-study and in the development of goals for the future:

- **Data driven assessment and decision-making:**
  - Fine tune program level assessments for both design and implementation. The revised common assessments have been implemented for only one year. Feedback will be used to strengthen the design and implementation of these common assessments
  - Use the data analysis that identified growth areas from the program level assessments to strengthen the curriculum and/or program delivery for continuous program improvement.
  - Focus on improved consistency across programs related to basic requirements of the TQS.
  - Improve the effectiveness of data generation and sharing using SLL. In the first year of SLL implementation, there were technical glitches that delayed data generation, organization, and sharing. Lack of resource support is a factor impacting delayed data generation. The Field Placement Officer is responsible for assessment data management in addition to other substantial duties. This work would be more effective if assigned to a dedicated college based academic evaluation/data assessment manager.
  - Explore and develop a more effective mechanism for gathering data from employers and graduates.

- **Program and curriculum development:**
  - Incorporate Culturally Responsive, Trauma and Evidence Informed Practices. All initial teacher licensure programs incorporate this requirement into their curriculum, albeit with a high level of variation. However, without more clearly defined requirements from the CDE, faculty members feel the need for more explicit expectations across all programs.
  - Incorporation of family, school, community engagement at the curriculum level. The UNC education faculty feel strongly about the importance of family, school, and community engagement in the education of a child. As a constant participant in the state's initiative for family, school, community engagement, UNC plans to explore how to integrate this element more explicitly in teacher education programs.
  - Implementation of CDE Framework of Writing Instruction. UNC was proactive in offering a workshop around the new framework. Even though the framework was developed for K-12 schools, and not specifically for educator preparation

programs, UNC prepares future teachers for all grade levels and all content areas; thus, it is important for the teacher education faculty to know about new developments in the K-12 setting. This way, more salient connections can be made among UNC educator preparation programs, TCs and P-12 needs.

o Explore with the faculty the development of more accessible pathways for teacher licensure. Faculty members have provided strong input and ideas for recruitment and will also consider innovative delivery options for programs in the future.

o Explore how to support TCs' ability to understand and more directly connect the theoretical frameworks and constructs they learn about in courses and the pedagogical practices they observe in the field.

● **Systemize mentor teacher and supervisor professional development:**
  o Being a great teacher is different from being a great MT. The national and state teacher shortage aligns with a decrease or shortage of experienced MTs. UNC has started an effort to partner with PreK-12 schools to strategize ways to address the issue collectively.
  o UNC has initiated professional development for MTs to address the issue. The effort must be expanded to afford future MTs the opportunity to participate systematically.
  o Explore ways to incentivize MTs that are meaningful for them; this issue remains a challenge that can be tackled creatively and innovatively.

● **Recruitment and retention:**
  o UNC previously graduated new teachers in numbers double the size of the next biggest teacher education program in Colorado. In 2020-21, UC Denver and UC Colorado Springs (UCCS) graduates increased as follows:
    ▪ UNC at 769, UC Denver at 449, UCCS at 296.
    UNC can work with colleagues from other IHEs to learn from the colleagues in the field to improve UNC's recruitment and retention efforts.
  o UNC has seen a steady increase of students from Hispanic/Latine backgrounds. With the newly gained Hispanic Service Institution (HSI) status, UNC will further strategize to increase the enrollment of TCs from Hispanic/Latine backgrounds in collaboration with the UNC Enrollment Management Office.
  o Partner with the UNC Office of Undergraduate Admissions and the Graduate School to expand strategic recruitment efforts especially the use of Admissions systems to develop and implement targeted communication plans to students, parents and external influencers creating awareness and confidence about scholarship opportunities, program/major pathways, campus engagement and clubs, career opportunities, etc. available to students with expressed interest or plans to study education.
  o Continue to support and promote the Future Teacher Conference and the Future Rural Teacher Summit as pathways for TCs.
  o Explore more partnership opportunities and programs with local districts such as stackable pathways and micro credentials developed with support from CDHE.
  o Continue to develop dual enrollment, teacher residency, and paraprofessional-to-teacher pathways in partner districts.

Concluding Statements

This Self-Study Report provides a comprehensive review of Educator Preparation at the

University of Northern Colorado, by describing and analyzing the variety, scope, and structure of program offerings from Teacher Education and initial licensure to Administrator Programs, and Special Service Provider programs. The report explored high-level data to illustrate program enrollment and demographics and provided standards-driven performance data as evidence for ongoing program assessment and evaluation purposes. Specifically, the report presents the shared and unique aspects of programs including how they prepare TCs to meet the knowledge and competencies required of educators, as well as the range of clinical and field experiences that TCs undertake. Throughout the report, the reflections address lessons learned as part of this self-study and conclude with goals for the future as part of UNC's commitment to continuous program improvement. The site visit will provide additional opportunities to discuss this study and help clarify or extend what has been presented here.

Appendix

Addressing Areas for Improvement (AFI) as identified by CDE from the Last Reauthorization:

A: Admissions Systems:
- *Recommendation*: The team recommends more intentional efforts to recruit and retain diverse candidates and faculty.
  - o *Actions*:
    - ▪ Student Recruitment:
      - ● Cumbres
      - ● CUE
      - ● FTC
    - ▪ UNC effort to attain HSI designation (to recruit Latine students)
      - ● El Oso Center (working with school partners for recruitment)
      - ● Faculty recruitment and retention:
        - o Policy in place for a diverse pool.
        - o Salary Equity Committee working on peer institution parity.
    - ▪ Partner with the Office of Admission for FTC
- *Recommendation*: Examining additional support to offer current students to promote retention.
  - o *Actions*:
    - ▪ Student Retention:
      - ● Scholarship to support tutoring and PRAXIS test retake.
      - ● Colorado effort that led to legislatively approved measures.
      - ● Regular and consistent use of Professional Improvement Plan (formerly a concern form).
      - ● Peer mentoring (i.e., mathematics education).
      - ● Strengthening Advising Center's role in timely identification of students' needs and support.
- *Recommendations*: Ensure CEBS has access to data so that faculty and staff members can readily examine it to make programmatic changes to include data from education programs in other colleges; Consider using a common completer survey to aid in improving response rates, as well, for program comparison.
  - o *Actions*:
    - ▪ EPPART was charged to develop program level assessments across the programs.
    - ▪ Program level assessment tools for programs across four colleges allow data that guide programmatic changes.
    - ▪ Use of SLL data supports program comparison at various levels.

B: Ongoing Advising and Screening of Candidates:
- *Recommendation*: The reauthorization review team recommends support for a more robust system for advising education candidates, so they have sufficient access to adequate, clear, and consistent advising.
  - o *Actions*:
    - ▪ Elementary Education, Special Education, and Early Childhood Education undergraduate teacher candidates are advised by a professional advisor throughout their program.

- Students are required to meet with their advisor every semester before registration. A unique code is required for registration and is only given to the student after advising.
- Advisors are proficient in both in person and online appointment formats.
- Advisors at UNC use Navigate 360, a platform that allows advisors to send appointment campaigns (requests for appointments), document appointments, see student schedules, send and receive messages with students, and run analytic reports.
- Each advisor has a link in Microsoft Bookings to allow prospective students and students who may not be included in an advisor's current caseload to make an appointment. That link is available on the advising website and in the email signatures.
- Each candidate has an online 4-year plan in Degree Works Planner. The Degree Plan includes coursework, licensure tests, and PTEP checkpoints. The plan is reviewed and modified if needed at least once every semester. The Degree Plan is available for students and advisors to view at any time.
- Students can register directly from their Degree Plan to reduce the potential for registration in an incorrect course.
- Advisors are informed of program/catalog changes by program coordinators and work closely with coordinators and faculty to ensure each student's Degree Plan is correct and can be completed within planned course offerings.
- Advisors across campus work together and can connect students with advisors in other areas of interest, including minors, endorsements, or potential major changes. The advisor network regularly utilizes a Microsoft Teams chat that also includes colleagues in the Office of the Registrar, Office of the Bursar, and Office of Financial Aid.
- Advisors across campus participate in professional development regularly. Professional development topics include: CPoS (Course Program of Study), honors programs, technology resources, students support services like Disability Resource Center, the Writing Center, tutoring, and the counseling center, etc. The professional development (PD) opportunities occur at least once a month and more frequently during slower advising times. The PDs are always recorded for those who cannot attend.

- *Recommendation*: Create a schedule that allows elementary candidates sufficient time to meet with advisors individually during peak advising times.
  - *Action*:
    - In Spring 2024, the main campus advisor for elementary education had 269 students on her caseload, which is well within recommended advisor/student guidelines.
    - Advisors have worked with The Office of the Registrar to receive unique registration codes assigned two weeks earlier to extend the window of time available for advising.
    - Students are prompted through an appointment campaign in Navigate 360 when their window for advising opens and reminded regularly if they don't schedule an appointment.
    - Both in person and virtual appointments are available. Advisors can also meet with students by phone, but in person or virtual are preferred.

- ▪ Below you will find some data on main campus Elementary Education appointments.
- ▪ Appointments by week May 23, 2023, to May 21, 2024. Blue is appointments schedule and green is walk-ins.
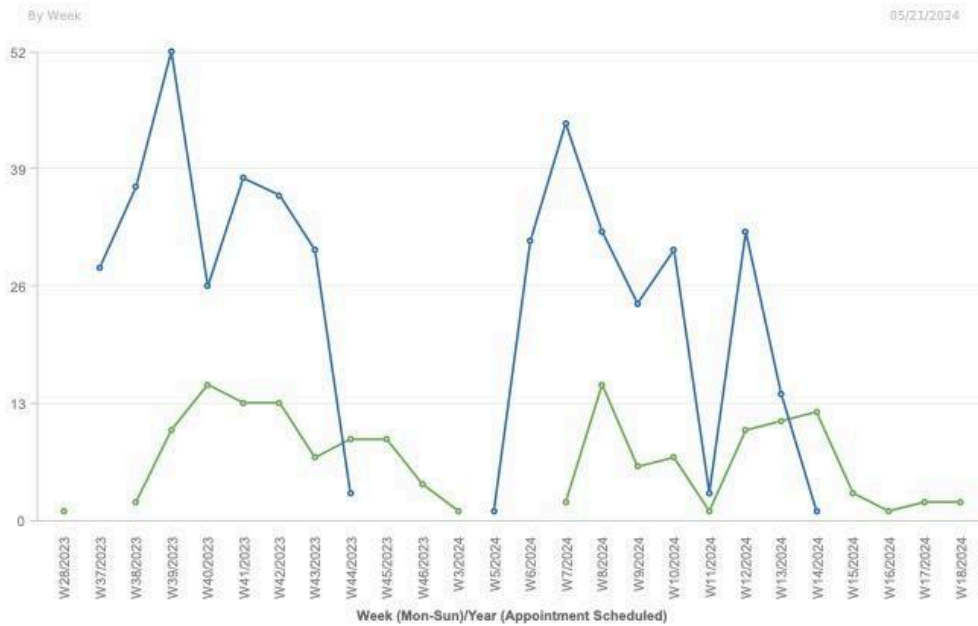
- ▪ The following show heat maps of busiest times for student appointments in elementary education. The data is monitored to ensure services are available at times students need.

Attendance Heat Map By Day and Month

Day / Month	Mon %	Tue %	Wed %	Thu %	Fri %
Jan					
Feb					
Mar					
Apr					
May					
Jul					
Sep					
Oct					
Nov					

Attendance Heat Map By Day and Hour

Day / Hour	Mon %	Tue %	Wed %	Thu %	Fri %
08					
09					
10					
11					
13					
14					
15					
16					

C: Coursework and Field-Based Training Integrate Theory and Practice
- *Recommendation*: Examine data regarding courses that address CLD, assessment, and school systems to determine in which areas more depth can be explored.
  - ○ *Actions*:

- CLD is strengthened through faculty professional development and curriculum revision. All the new program assessment tools have explicitly incorporated CLD strategies based on ELL standards by the CDE.
- For strengthening courses addressing assessment, Early Childhood Education (ECE), Elementary Education (ELED), and Special Education (SPED) The curriculum has been revised to more explicitly address effective reading assessment practices. Lesson Plan, Lesson Observation, and the TWS assessment tools for all programs have explicit requirements to link assessment activities to lesson objectives.
- Education Foundation courses have been updated to strengthen the content on learning about the school system. However, for purposes of continuous improved, courses need to be reviewed on a systematic schedule

D: Supervised Field-Based Experience
- *Recommendation*: Due to the lack of consistency between educator preparation programs, the CEBS requires more oversight of educator preparation programs across the university. Consider examining different organizational structures that would allow UNC to consolidate decision-making to align policies and practices.
  - *Actions*:
    - EPPART was formed to work on consistency across all teacher prep programs that impact curriculum revision and program delivery.
    - Program level assessments across program areas have been developed and implemented.
    - Use of SLL provides a platform to collect and generate data for consistency and evaluation.
- *Recommendation*: Consider more in-depth field experiences including yearlong residency for student teachers.
  - *Actions*:
    - More dedicated practicum hours have been added to some programs that used to be vague in hour requirements: ECE, MAT. Elementary Education Licensure (MAT:EEL).
    - While a year-long residency for student teacher for all UNC teacher preparation programs has proven difficult for a variety of reasons associated with districts' requirements and candidates' change of geographical locations during student teaching, whenever possible, candidates are placed at the same school for their last practicum and student teaching, which provides whole year experience in the same school.
    - The School of Special Education is working to develop a year-long teacher residency program for the B.A. Special Education Generalist program and/or develop an educator apprenticeship program with partner school districts.

E: Content and Skills Required for Licensure: based on 2021 follow up report
- *Recommendations*:
  - How can the STE seek PreK-12 partners' feedback on the implementation of SBRR in their courses for continuous refinements or improvements?

- o   Consider systems for ensuring the selection of mentor teachers and field supervisors' depth in SBRR (i.e., required training, list of classroom teacher look for, etc.).
- o   Continue to leverage the literacy committee for new hire requirements, PD offerings and continuous improvement of literacy courses.
- o   What is the process for continued course implementation and vertical alignment within the school of education?
- o   How might the literacy team, with support of the leadership team, create a process that allows for quality control, course management, and adjunct mentoring to ensure revised content is being followed and presented to candidates with the appropriate depth of knowledge by future professors and adjunct faculty?
- ● *Actions*:
  The following bullets are in reference to leveraging the Literacy Committee (see linked documents for Science of Reading (SoR) for details)
- o   Cooperation in designing overlapping objectives.
- o   Restored literacy credits in core courses, three 3-credit courses, EDEC 250 Diverse Early Language and Literacy, EDEL 310 Reading Assessment Informs Teaching, EDEL 360 Teaching Foundational Reading Skills.
- o   Reading faculty goals
  - o   Common vocabulary on SoR.
  - o   Course & workshop structure.
  - o   All K-3 Teachers in Colorado have undergone SoR training via PD and are qualified to mentor the teacher candidates in grades K-3.
  - o   Other field partnerships include classroom teachers and instructional coaches in supervisory roles (EDEL 360). These teachers are hired based on their current grade levels (K-3) or any comparable experience in the SoR (CDE-approved SoR PD). This eligibility requirement is included in the MOU developed with the local district (Reading Achievers UNC-D6 Agreement DRAFT).
  - o   Upon hiring new USs, their experience in grades K-3 and/or knowledge of SoR via PD or comparable experiences are evaluated..
- o   Starting fall 2024, field supervisors are required to complete a SoR PD tailored specifically for them, created by UNC Faculty.
- o   Field supervisors in the MAT: EEL are required to attend seminars during both the practicum and student teaching seminars focused on the SoR with their students. These seminars included assigned readings, group discussions, and professional debriefing and reflection related to classroom experiences teaching reading.
- o   For placements, every attempt is made to pair TCs in K-3 classrooms with supervisors who have primary and/or reading experience.
- o   The new curriculum with the revised sequence was officially implemented for all students starting fall 2021. Sequence is followed since prerequisites have been built into those reading courses to ensure vertical alignment.
- o   Anchor faculty members lead adjuncts for both PD and consistency in course delivery for quality control. A new faculty was hired in fall 2021 with a strong background and appropriate expertise in SoR.

- ● *Notes*:

  UNC's ECE and elementary programs experienced a difficult reauthorization in 2018. It took faculty members and the administration a tremendous amount of time and effort for almost three years to address the challenges. As a result, the recent National Council for

Accreditation of Teacher Education (NCTQ) report graded UNC's undergraduate and graduate elementary education programs A and A+ respectively for how its programs prepare aspiring educators to teach children to read. Also, based on NCTQ, UNC's undergraduate program was the only one in Colorado to earn full credit for its approach to reading instruction for English learners. For details, see [Chalkbeat Article June 2023](#) and [CPR Report about UNC NCTQ rating](#).

UNC does not use NCTQ ratings or input for program improvement. Instead, UNC focuses on the development and implementation of programs that align with the Colorado Code of Regulations OR the Colorado Revised Statutes and the authorization and reauthorization processes associated with educator preparation. UNC educator preparation programs adhere to and exceed state and professional standards for preparing the next generation of education personnel.

F: Comprehensive, Ongoing Assessment

- *Recommendation*:
    - o Data must be accessible at the program level and used for planning and continuous program improvement.
    - o Action needed: The CEBS of UNC must have demonstrable systems in place for accessing, analyzing, and using data to inform program improvement at the classroom, program, and school levels.

- *Action*:
    - o Implementation of program level assessments across all teacher licensure programs developed or revised by EPPART started fall 2023.
    - o SLL was implemented across all program areas except for Special Education and Teach American Sign Language (TASL) starting fall 2023. The Field Placement Officer is charged with the responsibility of overseeing data gathering, aggregation, analysis, and distribution on a regular basis as well as by program request. Program areas are required to use the SLL data and the CDE EPP report to engage in program improvement efforts.