Title II
Higher Education Act

SUBMIT REPORTS

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University of Colorado - Boulder

Traditional Program

2011-12

Print Report Card

Institution Information

Name of Institution:	University of Colorado - Boulder
Institution/Program Type:	Traditional
Academic Year:	2011-12
State:	Colorado
Address:	University of Colorado at Boulder
	249 CUB
	Boulder, CO, 80309
Contact Name:	Dr. Jennie Whitcomb
Phone:	303-735-3029
Email:	jennie.whitcomb@colorado.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

    Award year:

    Grantee name:

    Project name:

    Grant number:

    List partner districts/LEAs:

    List other partners:

    Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Elementary Education	No
K-12 Music Education	No
Secondary English Education	No
Secondary French Education	No
Secondary German Education	No
Secondary Japanese Education	No
Secondary Latin Education	No
Secondary Mathematics Education	No
Secondary Russian Education	No
Secondary Science Education	No
Secondary Social Studies Education	No
Secondary Spanish Education	No
Total number of teacher preparation programs: 12	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Sophomore year

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
http://www.colorado.edu/education/prospective/teachereducation.html

Please provide any additional about or exceptions to the admissions information provided above:

Demonstration of basic skills in both Math and Writing are fulfilled by:

1) grades of B- or higher in appropriate college courses, or

2) scores of 500 or higher on the SAT component exams, or

3) scores of 500 or higher on the GRE component exams, or

4) scores of 20 or higher on the ACT component exam.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.32

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.44

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	Yes	No

Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.52

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2011-12

3.88

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	362
Unduplicated number of males enrolled in 2011-12:	82
Unduplicated number of females enrolled in 2011-12:	280

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	31
Race	
American Indian or Alaska Native:	1
Asian:	5
Black or African American:	1

Native Hawaiian or Other Pacific Islander:	1
White:	297
Two or more races:	6

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	160
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	233
Number of students in supervised clinical experience during this academic year	190

Please provide any additional information about or descriptions of the supervised clinical experiences:

The number of full-time equivalent faculty reported is based on whether the faculty members supervising student teaching are employed full-time (1.0 FTE) or part-time (0.5 FTE) by the university. It does not reflect the number of student teachers the faculty members are supervising.

The number of adjunct faculty reported includes both (1) university supervisors at CU-Boulder who are NOT among the regular faculty that were counted previously, and cooperating teachers who are employed at the schools where the student teachers are doing their supervised clinical experience. The adjunct number is a headcount, so each person is counted once, regardless of how many student teachers he/she is involved with.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	60
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	83
Teacher Education - Multiple Levels	23
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	34
Teacher Education - Foreign Language	7

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	12
Teacher Education - Music	23
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	16
Teacher Education - Social Science	
Teacher Education - Social Studies	14
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	

Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	10
Psychology	23
Social Sciences	3
Anthropology	5
Economics	
Geography and Cartography	2
Political Science and Government	1
Sociology	5
Visual and Performing Arts	7
History	15
Foreign Languages	12
Family and Consumer Sciences/Human Sciences	
English Language/Literature	36
Philosophy and Religious Studies	2
Agriculture	
Communication or Journalism	5
Engineering	1
Biology	14
Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	1
Atmospheric Sciences and Meteorology	1
Chemistry	2
Geological and Earth Sciences/Geosciences	2
Physics	
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify: Architecture	1

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 166

2010-11: 147

2009-10: 173

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

12

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The nationally-known Learning Assistant Program (LA) developed at CU Boulder invites undergraduates who have been top performers in undergraduate introductory mathematics and sciences courses to become Learning Assistants (LA's). LA's take a course that introduces them to learning theory and well-designed instruction and assessment strategies in mathematics and science. LA's work with professors who are seeking to make large introductory courses more engaging and learner-centered. LA's typically run recitation and study sessions for undergraduates enrolled in the class and they study their teaching practice in these settings. They present these findings at a poster session each semester. LA's are then recruited to consider secondary teaching careers.

Faculty involved in developing the LA program are also involved in a research community on campus that studies teaching and learning in the science and mathematics disciplines. This group of active researchers and scholars meets weekly.

The CU Teach program, modeled after the UTeach program developed at the University of Texas Austin, employs the following recruitment strategies:

• Offer "recruiting courses" that allow undergraduates in their first or second year to have intense, engaging, well-supported teaching experiences in local classrooms

• Promote teaching as a worthwhile career and engage top campus leadership in promoting teaching as a worthwhile career

• Involve top-level researchers in teaching in the designing and teaching core courses in the program and promoting teaching as admirable and valuable career choice

• Communicate with parents and students upon admission to the university about teaching opportunities and scholarships available for future teachers

• Offer a streamlined degree plan that allows undergraduates to fulfill requirements for a rigorous degree in mathematics and science (one that is comparable to degree requirements for those who seek to go to graduate or medical school) and education requirements in four years

• Establish a student-led group of future of teachers that gives future teachers opportunities to develop leadership skills and a sense of community

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

10

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

10

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

16

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The nationally-known Learning Assistant Program (LA) developed at CU Boulder invites undergraduates who have been top performers in undergraduate introductory mathematics and sciences courses to become Learning Assistants (LA's). LA's take a course that introduces them to learning theory and well-designed instruction and assessment strategies in mathematics and science. LA's work with professors who are seeking to make large introductory courses more engaging and

learner-centered. LA's typically run recitation and study sessions for undergraduates enrolled in the class and they study their teaching practice in these settings. They present these findings at a poster session each semester. LA's are then recruited to consider secondary teaching careers.

Faculty involved in developing the LA program are also involved in a research community on campus that studies teaching and learning in the science and mathematics disciplines. This group of active researchers and scholars meets weekly.

The CU Teach program, modeled after the UTeach program developed at the University of Texas Austin, employs the following recruitment strategies:

• Offer "recruiting courses" that allow undergraduates in their first or second year to have intense, engaging, well-supported teaching experiences in local classrooms

• Promote teaching as a worthwhile career and engage top campus leadership in promoting teaching as a worthwhile career

• Involve top-level researchers in teaching in the designing and teaching core courses in the program and promoting teaching as admirable and valuable career choice

• Communicate with parents and students upon admission to the university about teaching opportunities and scholarships available for future teachers

• Offer a streamlined degree plan that allows undergraduates to fulfill requirements for a rigorous degree in mathematics and science (one that is comparable to degree requirements for those who seek to go to graduate or medical school) and education requirements in four years

• Establish a student-led group of future of teachers that gives future teachers opportunities to develop leadership skills and a sense of community

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

17

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

13

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage

areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

No

How many prospective teachers did your program plan to add in special education in 2011-12?

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

No

How many prospective teachers does your program plan to add in special education in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

CU Boulder has ongoing relationships with partner districts to ensure our program curricula and feedback to teacher candidates closely align with needs of local educational agencies. We meet formally with HR, instructional, and administrative leadership in each district several times each academic year. We meet informally throughout the academic year. Key teacher leaders in local districts are involved in teaching courses in our teacher preparation programs. All cooperating teachers are surveyed each time they work with candidates and student teachers in our program. Employers are surveyed annually on their perception of program graduate's preparation in the key areas specified in assurance statements for Section II. Survey responses inform curricular decisions in our program.

All candidates at CU take a specialized course methods course that prepares them to meet the needs of children with disabilities and limited English proficient students. In addition, all instructors, particularly those in methods courses, address providing appropriate instruction for children with disabilities, limited English proficient students, and children from low-income homes, and/or students living in urban communities. Assessments in the student teaching semester evaluate candidate's ability to differentiate and individualize instruction, particularly for these student groups. CU has participated in a national pilot and field test of edTPA and has adopted this national assessment as a program requirement.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	7			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2010-11	5			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	11	265	11	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	79	173	78	99
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	49	173	49	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	42	176	42	100
	41	178	41	100

0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10				
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	11	180	11	100
007 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	5			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	4			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2010-11	4			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	10	245	10	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) Other enrolled students	35	183	35	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2011-12	30	184	30	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2010-11	25	183	25	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	18	182	18	100
008 -FRENCH Evaluation Systems group of Pearson Other enrolled students	2			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2011-12	1			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2010-11	1			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	2			
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	31	180	31	100
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	16	180	16	100

0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	16	179	16	100
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	182	20	100
015 -JAPANESE Evaluation Systems group of Pearson Other enrolled students	1			
015 -JAPANESE Evaluation Systems group of Pearson All program completers, 2009-10	1			
012 -LATIN Evaluation Systems group of Pearson All program completers, 2009-10	1			
004 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	4			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	3			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	7			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	171	10	83
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			
029 -MUSIC Evaluation Systems group of Pearson Other enrolled students	18	244	17	94
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	23	241	23	100
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2010-11	11	254	11	100

029 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	15	247	15	100
005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2010-11	1			
005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	4			
006 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	1			
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2010-11	2			
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	7			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	170	22	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	171	14	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	21	172	21	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	172	22	100
009 -SPANISH Evaluation Systems group of Pearson Other enrolled students	3			
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	6			
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2010-11	7			
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	4			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)

All program completers, 2011-12	166	166	100
All program completers, 2010-11	146	146	100
All program completers, 2009-10	171	171	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All candidates at CU must demonstrate proficiency on the state's standards for teaching with technology. State standards align with the Title II assurances. Candidates demonstrate proficiency in course and in student teaching assessments.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates at CU take a specialized methods course that prepares them to meet the needs of children with disabilities and limited English proficient students. Candidates demonstrate proficiency on each of the three assurances in assessments completed in courses and student teaching. For example, in their Teacher Performance Assessment, or edTPA, (completed in student teaching) they demonstrate their ability to differentiate instruction and assessments for students with disabilities, on IEPs, and/or who are limited English proficient. In courses, candidates are introduced to RTI, SIOP lesson planning, and they participate prior to student teaching in a mock-IEP simulation. During the student teaching semester, they participate in all IEP or other meetings related to special supports for learners in their cooperating teacher's classrooms. In addition, in Spring 2013, CU Boulder is participating in the national edTPA Field Test and has adopted the edTPA as a performance assessment. The edTPA assess candidate's ability to differentiate instruction and address the needs of LEP students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

CU Boulder is one of the initial sites selected to replicate the CU Teach model. CU Boulder is participating in the Teacher Performance Assessment Consortium (TPAC). In spring 2013, we participated in the second round of the national field test of the TPA. CU Boulder has received permission from the Colorado Department of Education, the Colorado Department of Higher Education, and the National Council for the Accreditation of Teacher Education to pilot an "outcomes based"

reauthorization and accreditation review process. We are working with state agencies to gather and analyze more performance data for the following outcomes: (1) impact on k12 student learning, (2) knowledge of content and pedagogy, (3) performance in the work place, and (4) persistence in education. This represents a fundamental shift from a review of inputs (e.g. syllabi, handbook, summary of requirements) to a focus on outputs (e.g., analysis of performance-based measures) as the primary way by which our program is reviewed.

Supporting Files

University of Colorado - Boulder

Traditional Program

2011-12

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