

Title II

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University of Colorado - Boulder
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: University of Colorado - Boulder
Institution/Program Type: Traditional
Academic Year: 2010-11
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 a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.colorado.edu/education/prospective/teachereducation.html>

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

Does your initial teacher certification program conditionally admit students? Yes

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 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 2010-11:	529
Unduplicated number of males enrolled in 2010-11:	120
Unduplicated number of females enrolled in 2010-11:	409
2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	27
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	15

Black or African American:	4
Native Hawaiian or Other Pacific Islander:	1
White:	458
Two or more races:	4

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	7.15
Number of students in supervised clinical experience during this academic year	149

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. 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	47
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	89
Teacher Education - Multiple Levels	11
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	30
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	11
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	17
Teacher Education - Social Science	
Teacher Education - Social Studies	23
Teacher Education - Technical Education	

Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	7
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.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	40
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	12
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	6
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	

Teacher Education - Reading	
Teacher Education - Science	10
Teacher Education - Social Science	8
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	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	3
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	16
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	2
Psychology	15
Social Sciences	
Anthropology	3
Economics	
Geography and Cartography	3
Political Science and Government	
Sociology	1
Visual and Performing Arts	1
History	18
Foreign Languages	6
Family and Consumer Sciences/Human Sciences	
English Language/Literature	22
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	6
Engineering	

Biology	4
Mathematics and Statistics	5
Physical Sciences	2
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	
Specify:	

Section I.e Program Completers

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

2010-11: 147

2009-10: 173

2008-09: 145

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	Academic year: 2010-11 Goal: 11 Goal met? Yes Description of strategies used to achieve goal: 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:
Science	Academic year: 2010-11 Goal: 17 Goal met? Yes Description of strategies used to achieve goal: 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:
Special education	Academic year: 2010-11 Goal: NA Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
Instruction of limited English proficient students	Academic year: 2010-11 Goal: NA Goal met? Description of strategies used to achieve goal:

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
NA	Academic year: 2010-11 Goal: NA Goal met? Description of strategies used to achieve goal: Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

NA

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
001 -Elementary Education Evaluation Systems group of Pearson Other enrolled students	7				92	248
001 -Elementary Education Evaluation Systems group of Pearson All program completers, 2010-11	5				98	251
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	11	265	11	100	98	251
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	15	261	15	100	99	250

0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	76	172	76	100	95	168
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	42	176	42	100	100	169
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	42	178	42	100	100	169
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	41	175	41	100	100	170
007 -English Evaluation Systems group of Pearson Other enrolled students	4				87	241
007 -English Evaluation Systems group of Pearson All program completers, 2010-11	4				100	241
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	10	245	10	100	100	246
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	8				96	245
0041 -English Language: Literature and Composition Educational Testing Service (ETS) Other enrolled students	46	182	44	96	93	179
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	25	183	25	100	99	180
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	18	182	18	100	99	182
0041 -ENGLISH LANGUAGE:	20	187	20	100	100	180

LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2008-09						
008 -French Evaluation Systems group of Pearson Other enrolled students	2					
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	20	179	19	95	96	173
0435 -General Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	16	179	16	100	99	172
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	182	20	100	99	173
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	16	177	16	100	100	171
015 -JAPANESE Evaluation Systems group of Pearson All program completers, 2009-10	1					
015 -JAPANESE Evaluation Systems group of Pearson All program completers, 2008-09	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				88	247
004 -Mathematics	3				99	249

Evaluation Systems group of Pearson All program completers, 2010-11						
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	7				100	252
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	8				100	254
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) Other enrolled students	14	171	13	93	68	161
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	8				100	169
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				100	169
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	171
029 -Music Evaluation Systems group of Pearson Other enrolled students	13	241	12	92	78	235
029 -Music Evaluation Systems group of Pearson All program completers, 2010-11	11	254	11	100	99	243
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	15	247	15	100	100	241
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	13	241	13	100	100	243
005 -Science Evaluation Systems group of Pearson All program completers, 2010-11	1				100	248
005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2009-10	4				100	241

005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2008-09	1				100	238
006 -Social Studies Evaluation Systems group of Pearson Other enrolled students	2				87	241
006 -Social Studies Evaluation Systems group of Pearson All program completers, 2010-11	2				100	247
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	7				98	246
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	3				100	253
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) Other enrolled students	19	173	19	100	92	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	21	172	21	100	100	172
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	22	172	22	100	100	169
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	168
009 -Spanish Evaluation Systems group of Pearson Other enrolled students	7				83	248
009 -Spanish Evaluation Systems group of Pearson All program completers, 2010-11	7				100	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	4				100	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	6				100	253

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	146	146	100	99
All program completers, 2009-10	172	172	100	99
All program completers, 2008-09	145	145	100	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

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 how your program 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 how your program 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

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 how your program 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 TPA, (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 2012 CU Boulder is participating in the national TPA Field Test and intends to adopt the TPA as a performance assessment. The TPA 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 how your program 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. We are completing our fourth and final year of implementation. CU Boulder is participating in the Teacher Performance Assessment Consortium (TPAC). In spring 2012, we participated in 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
2010-11

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