University of Colorado-Boulder
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Colorado-Boulder
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Colorado

Address: University of Colorado at Boulder
249 CUB
Boulder, CO, 80309

Contact Name: Dr. Jennie Whitcomb
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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/credites/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
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	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:
Junior 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 2009-10:	542

Unduplicated number of males enrolled in 2009-10:	155
Unduplicated number of females enrolled in 2009-10:	387

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	18
Race	
American Indian or Alaska Native:	5
Asian:	20
Black or African American:	3
Native Hawaiian or Other Pacific Islander:	0
White:	478
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	9.53
Number of students in supervised clinical experience during this academic year	179

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Anthropology	3
Applied Mathematics	4
Art History	1
Astronomy	2
Biochemistry	1
Biological Sciences - EPO	2
Biological Sciences - MCD	1
Biology	3

Chemistry	3
Communication	4
Ecology & Evolutionary Biology	5
Economics	1
Education-Curriculum & Instruction	3
Electrical Engineering	2
English	27
English Literature	2
Environmental Sciences-Water	1
Ethnic Studies	1
French	3
Geography	4
Geology	1
German	1
Germanic Studies	1
History	29
Humanities	2
Integrative Physiology	1
Italian	1
Japanese	1
Journalism	1
Mathematics	6
Mechanical Engineering	1
Music	2
Music Education	15
Philosophy	2
Physics	2
Physiology	1
Political Science	5
Psychology	22
Science Education	1
Social Studies	1
Sociology	2
Spanish	12
Studio Arts	1
Zoology	1

TOTAL	173

Subject area	Number prepared
Elementary Education	53
English	28
French	2
Japanese	1
Latin	1
Mathematics	15
Music	15
Science	24
Social Studies	30
Spanish	4
TOTAL	173

Section I.e Program Completers

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

2009-10: 173

2008-09: 145

2007-08: 196

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:** 2009-10 **Goal:** 15 **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:** 2009-10 **Goal:** 24 **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:** 2009-10 **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:** 2009-10 **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: 2009-10 **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 aligns 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	9				90	249
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
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	30	257	30	100	100	250
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	54	175	53	98	95	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
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	60	176	60	100	100	169
007 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	4				95	239
007 -ENGLISH	10	245	10	100	100	246

Evaluation Systems group of Pearson All program completers, 2009-10						
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	7				96	245
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2007-08	8				100	240
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) Other enrolled students	32	182	30	94	89	177
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	18	182	18	100	99	182
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2008-09	20	187	20	100	100	180
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2007-08	25	184	25	100	100	181
008 -FRENCH Evaluation Systems group of Pearson Other enrolled students	1					
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2009-10	2					
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2007-08	1					
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	18	179	18	100	93	171
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
0435 -GENERAL SCIENCE: CONTENT	14	178	13	93	99	170

KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08						
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	3				95	250
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
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2007-08	7				100	258
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	168	9	90	70	162
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
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	5				100	173
029 -MUSIC Evaluation Systems group of Pearson Other enrolled students	16	249	16	100	86	239
029 -MUSIC Evaluation Systems group of Pearson	15	247	15	100	100	241

All program completers, 2009-10						
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	13	241	13	100	100	243
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2007-08	12	247	12	100	100	244
005 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	1				69	228
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
005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2007-08	3				100	242
006 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	3				92	244
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	7				97	245
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	3				100	253
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2007-08	4				100	246
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	21	171	21	100	95	171
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
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	20	173	20	100	100	169

Educational Testing Service (ETS) All program completers, 2007-08						
009 -SPANISH Evaluation Systems group of Pearson Other enrolled students	5				83	245
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	4				98	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	6				100	253
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	6				100	251

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	172	172	100	99
All program completers, 2008-09	144	144	100	100
All program completers, 2007-08	195	194	99	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 course 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 Work Sample (completed in student teaching), they demonstrate their ability to differentiate instruction and assessments for students with disabilities, on IEPs, and 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.

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 in our third full year of implementation. CU Boulder is participating in the Teacher Performance Assessment Consortium (TPAC). In spring 2011, we participated in the pilot 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

2009-10