

Institution Information

Name of Institution: University of Colorado - Boulder
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Colorado

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

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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 - postbaccalaureate level	No
Elementary Education - undergraduate level	No
K-12 Music Education - postbaccalaureate level	No
K-12 Music Education - undergraduate level	No
Secondary English Education - master level	No
Secondary English Education - postbaccalaureate level	No
Secondary English Education - undergraduate level	No
Secondary French Education - postbaccalaureate level	No

Secondary French Education - undergraduate level	No
Secondary German Education - postbaccalaureate level	No
Secondary German Education - undergraduate level	No
Secondary Japanese Education - postbaccalaureate level	No
Secondary Japanese Education - undergraduate level	No
Secondary Latin Education - postbaccalaureate level	No
Secondary Latin Education - undergraduate level	No
Secondary Mathematics Education - master level	No
Secondary Mathematics Education - postbaccalaureate level	No
Secondary Mathematics Education - undergraduate level	No
Secondary Russian Education - postbaccalaureate level	No
Secondary Russian Education - undergraduate level	No
Secondary Science Education - master level	No
Secondary Science Education - postbaccalaureate level	No
Secondary Science Education - undergraduate level	No
Secondary Social Studies Education - master level	No
Secondary Social Studies Education - postbaccalaureate level	No
Secondary Social Studies Education - undergraduate level	No
Secondary Spanish Education - postbaccalaureate level	No
Secondary Spanish Education - undergraduate level	No
Total number of teacher preparation programs: 28	

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-students>

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

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	Yes
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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other edTPA	No	Yes

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 2013-14

3.323

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 2013-14

3.53

Please provide any additional comments about the information provided above:

The requirements specified above are for both undergraduates (students working on a bachelors degree concurrently) and post-baccalaureates (students that have previously received an undergraduate degree and are working solely on an initial licensure endorsement). Post-baccalaureates are considered undergraduates at CU-Boulder, not graduate students. Also, their licensure program is much more aligned with undergraduates than with our graduate students that are working on an initial licensure. Thus, post-bac's are reported in the "undergraduate requirements" section rather than the "postgraduate requirements" section of I.b.

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) score of 144 or higher on the GRE quantitative component exam (Math); score of 153 or higher on the GRE verbal component exam (Writing), or
- 4) scores of 20 or higher on the ACT component exam, or
- 5) scores of 150 or high in math, 162 or higher in writing on the PRAXIS CORE Academic Skills for Educators

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	Yes
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	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other edTPA	No	Yes

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 2013-14

3.45

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2013-14

3.935

Please provide any additional comments about the information provided above:

The requirements specified above are for students in our "Masters-Plus" licensure programs. These are students that have previously received an undergraduate degree and are enrolled in a Masters degree program in Curriculum and Instruction while concurrently working on their initial licensure endorsement.

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) score of 144 or higher on the GRE quantitative component exam (Math); score of 153 or higher on the GRE verbal component exam (Writing), or
- 4) scores of 20 or higher on the ACT component exam, or
- 5) scores of 150 or high in math, 162 or higher in writing on the PRAXIS CORE Academic Skills for Educators

Section I.c 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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2013-14:	332
Unduplicated number of males enrolled in 2013-14:	86
Unduplicated number of females enrolled in 2013-14:	246

2013-14	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	26
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	10
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	277
Two or more races:	12

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

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	27.5

Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	389
Number of students in supervised clinical experience during this academic year	525

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

The number of full-time faculty and adjunct faculty reported includes (1) CU-Boulder instructors teaching practicum courses, (2) university supervisors at CU-Boulder who were involved with student teaching, and (3) cooperating teachers who are employed at the schools where students are doing their supervised clinical experience (both early field experience coursework and student teaching).

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

The adjunct faculty includes anyone that was not counted in the FTE faculty count. The adjunct number reported is a headcount, so each person is counted once, regardless of how many students 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 2013-14. 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	56
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	61
Teacher Education - Multiple Levels	20
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	28
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	20
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	13
Teacher Education - Social Science	
Teacher Education - Social Studies	6
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	2
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 2013-14. 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	
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	7
Psychology	29
Social Sciences	2
Anthropology	6
Economics	
Geography and Cartography	3
Political Science and Government	2
Sociology	1
Visual and Performing Arts	22
History	11
Foreign Languages	8
Family and Consumer Sciences/Human Sciences	1
English Language/Literature	30
Philosophy and Religious Studies	1
Agriculture	
Communication or Journalism	5
Engineering	
Biology	7
Mathematics and Statistics	8
Physical Sciences	
Astronomy and Astrophysics	1
Atmospheric Sciences and Meteorology	
Chemistry	4
Geological and Earth Sciences/Geosciences	
Physics	3
Business/Business Administration/Accounting	2
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 137

2012-13: 179

2011-12: 166

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 2013-14

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

Yes

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

10

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

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 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

15

Provide any additional comments, exceptions and explanations below:

It looks like we will come up just short of this goal next year, some of the students we had targeted for student teaching in Spring 2015 (AY14-15) postponed until Fall 2015 (AY15-16). As a result, we will most likely have 14 math teachers prepared in 2014-15, rather than our goal of 15.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

How many prospective teachers does your program plan to add in mathematics in 2015-16?

9

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 2013-14

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

Yes

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

13

Did your program meet the goal for prospective teachers set in science in 2013-14?

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 2014-15

Is your program preparing teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

13

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in science in 2015-16?

Yes

How many prospective teachers does your program plan to add in science in 2015-16?

15

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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Data not reported

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 2014-15

Is your program preparing teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

No

How many prospective teachers does your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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 2013-14

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

No

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

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

Data not reported

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 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2015-16?

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.

Yes

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 methods course that prepares them to meet the needs of youth with disabilities and English language learners. In addition, all instructors, particularly those in methods courses, address providing appropriate instruction for children with disabilities, English language learners, and children from low-income homes and/or 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 Pass 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 All program completers, 2013-14	1			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	4			
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	7			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	16	177	16	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	36	176	36	100
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	58	174	58	100

0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	49	173	49	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	58	174	58	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	19	173	19	100
5014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	2			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	3			
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	4			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) Other enrolled students	6			
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	16	183	16	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2012-13	22	184	22	100
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2011-12	30	184	30	100
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) Other enrolled students	3			
5041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	9			
008 -FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	1			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2012-13	2			
008 -FRENCH Evaluation Systems group of Pearson All program completers, 2011-12	1			
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	11	174	11	100
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	20	181	20	100
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS)	15	180	15	100

All program completers, 2011-12				
5435 -GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	15	179	15	100
5435 -GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
015 -JAPANESE Evaluation Systems group of Pearson Other enrolled students	1			
015 -JAPANESE Evaluation Systems group of Pearson All program completers, 2012-13	1			
012 -LATIN Evaluation Systems group of Pearson All program completers, 2012-13	1			
004 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	4			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	2			
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	4			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	10	174	10	100
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
029 -MUSIC Evaluation Systems group of Pearson Other enrolled students	19	248	18	95
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	20	248	20	100
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	21	243	21	100
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	23	241	23	100
005 -SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	1			
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	1			
006 -SOCIAL STUDIES	1			

Evaluation Systems group of Pearson All program completers, 2012-13				
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	5			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	4			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	20	169	20	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	14	171	14	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	12	170	12	100
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
009 -SPANISH Evaluation Systems group of Pearson Other enrolled students	6			
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	2			
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	6			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	137	137	100
All program completers, 2012-13	178	178	100
All program completers, 2011-12	165	165	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 Use of 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 youth with disabilities and English language learners. 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 English language learners. 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 teachers' 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 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.

Program does not prepare special education teachers.

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 implementing the national performance assessment, edTPA. 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

