1. Institution Name
The University of Colorado Colorado Springs

2. State
Colorado

3. Date submitted
MM DD YYYY
09 / 08 / 2014

4. Report Preparer’s Information:

Name of Preparer:
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E-mail: msnyder3@uccs.edu

6. Name of institution’s program
Teacher Education and Licensure Program (TELP)

7. NCATE Category
Elementary or Childhood Education

8. Grade levels\(^{(1)}\) for which candidates are being prepared
K-6

\(^{(1)}\) e.g. K-6, K-3
10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
- Elementary Licensure

14. Program report status:
- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. Is your unit seeking
- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?
- Yes
- No

SECTION 1 - CONTEXT

1. Description of any state or institutional policies that may influence the application of ACEI standards. (Response limited to 4,000 characters)
See previous report.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)
See previous report. Changes that have occurred include replacing the TWS with edTPA (Elementary version which includes both literacy and math). We do both national and local scoring. We recently changed some terminology. Site Professors are now called University Site Supervisors and Clinical Teachers are now referred to as Cooperating Teachers. Also, it should be noted that Colorado recently passed new rules allowing for Colorado institutions to grant bachelors degrees in education. We are currently seeking approval for a BA in Inclusive Elementary Education which will result in teacher candidates receiving licensure in elementary education (K-6) and endorsements in Special Education (K-12) and Culturally Linguistically Diverse (CLD) Education (K-12).

3. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)
4. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

5. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (1 year of data since previous report)</td>
</tr>
<tr>
<td>Academic Year</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

6. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University(3)</th>
<th>Assignment: I Indicate the role of the faculty member(4)</th>
<th>Faculty Rank(5)</th>
<th>Tenure Track</th>
<th>Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8)</th>
<th>Teaching or other professional experience in P-12 schools(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>YES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the ACEI standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

1. Please provide following assessment information (Response limited to 250 characters each field)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
</table>
Assessment #1: Licensure assessment, or other content-based assessment (required)

- PLACE (State of Colorado Only) and Praxis II (updated for 2013-2014)
- Content knowledge test is required for state licensure
- PLACE or Praxis II requirement is legislated to be completed prior to student teaching

Assessment #2: Assessment of content knowledge in elementary education (required)

- Grades in Required Content Courses (revised for 2013-2014 cohort)
- Grades
- Prior to the Professional Year

Assessment #3: Assessment of candidate ability to plan instruction (required)

- Lesson Plan Collection (Revised Report and Assessment)
- Project Assignment
- Level I Field Experience - Fall of the Professional Year

Assessment #4: Assessment of student teaching (required)

- Formal Observations
- Observations
- Completed during Level II Field Experience or Student Teaching

Assessment #5: Assessment of candidate effect on student learning (required)

- edTPA (new assessment replaces TWS)
- National Performance-based Assessment
- Completed during Level II Field Experience or Student Teaching

Assessment #6: Additional assessment that addresses ACEI standards (required)

- Electronic Performance Portfolio
- Capstone Project
- Completed during Level II Field Experience or Student Teaching

Assessment #7: Additional assessment that addresses ACEI standards (optional)

Assessment #8: Additional assessment that addresses ACEI standards (optional)

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SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ACEI standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ACEI standards.

1. DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

2. CURRICULUM STANDARDS

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and
operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

3. INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. ASSESSMENT STANDARDS

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5. PROFESSIONALISM STANDARDS

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:
• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case,
assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording;
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

   and

(2) Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. CONTENT KNOWLEDGE: Data from licensure tests or professional examinations of content knowledge. ACEI standards addressed in this entry could include but are not limited to 2.1-2.7. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

Assessment 1: PLACE and Praxis II

See Attachment panel below.

2. CONTENT KNOWLEDGE: Assessment of content knowledge in the language to be taught. ACEI standards addressed in this entry could include but are not limited to Standards 2.1-2.7. Assessments that address Standards 2.1-2.4 are required. (The assessments of the different content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #2.) Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks.

Provide assessment information as outlined in the directions for Section IV.

Assessment 2: Content Course Grades

See Attachment panel below.

(15) For program review purposes, there are two ways to list a portfolio as an assessment. In some programs a portfolio is considered a single assessment and scoring criteria (usually rubrics) have been developed for the contents of the portfolio as a whole. In this instance, the portfolio would be considered a single assessment. However, in many programs a portfolio is a collection of candidate work—and the artifacts included

3. PEDAGOGICAL CONTENT KNOWLEDGE: Assessment that demonstrates candidates can effectively plan classroom-based instruction. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. Assessments that address Standards 2.1-2.4 are required. (The assessments that address planning of instruction in the content areas of elementary education may entail multiple attachments; however, they will be considered in their entirety as Assessment #3.)

Provide assessment information as outlined in the directions for Sections IV.

Assessment 3: Lesson Plan Collection

See Attachment panel below.
candidates’ knowledge, skills, and dispositions are applied effectively in practice. ACEI standards that could be addressed in this assessment include but are not limited to 1, 2.1-2.7, 3.1-3.5, 4, and 5.1-5.2. The assessment instrument used in student teaching and the internship should be submitted.

Provide assessment information as outlined in the directions for Section IV.

<table>
<thead>
<tr>
<th>UCCS edTPA Lesson Plan Format</th>
<th>Assessment 4: Formal Lesson Observation</th>
</tr>
</thead>
</table>

See Attachment panel below.

5. EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. Standards ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.7, 3.1, and 4.0. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide assessment information as outlined in the directions for Section IV.

<table>
<thead>
<tr>
<th>edTPA Elementary Manual</th>
<th>Assessment 5: edTPA</th>
</tr>
</thead>
</table>

See Attachment panel below.

6. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV.

<table>
<thead>
<tr>
<th>Electronic Portfolio Directions</th>
<th>Rubric for Electronic Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 6: Electronic Portfolio</td>
<td></td>
</tr>
</tbody>
</table>

See Attachment panel below.

7. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

8. Additional assessment that addresses ACEI standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, tutoring assignments, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty’s interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

(Response limited to 12,000 characters)

Section V: Use of Assessment Results to Improve Program

The faculty in the Teacher Education and Licensure Program at the University of Colorado Colorado Springs meet monthly to discuss the teacher education and licensure programs. We look at data on an on-going basis to determine what changes are needed to improve our program. The use of data for program change and improvement will be discussed in terms of (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.

Content Knowledge:
The data show that our students are prepared very well for teaching the content areas required by teachers licensed to teach children in grades K-6, especially in Reading, Writing, and Oral Language, Science, Mathematics and Social Studies. While the arts are integrated into our program, we have recognized this need and have created a Lesson Plan Collection that requires integration of the arts into elementary
lesson plans. This is also true of Health Education and Physical Education. While Health Education is embedded in our science methods, but we need to assess both Health and Physical Education more formally, and the Lesson Plan Collection was implemented for in the fall semester, 2013. From the data collected, for this initial use of this assessment, while putting more emphasis on the arts, health, and physical education, we learned that we need to provide more support to integrate these areas into lessons.

Our transcript reviews and PLACE/Praxis scores reveal that our students are competent teaching their required subjects. We have continued to document sub-score performance and now regularly analyze content preparedness of each cohort of elementary teachers.

Professional and Pedagogical Knowledge, Skills, and Dispositions:
In our teacher preparation program, our teacher candidates develop the professional and pedagogical knowledge, skills, and dispositions needed to be successful teachers. The professional year experience provides the students with many hours in the field with supervision and guidance. We see this development over time, and by the end of their student teaching, our candidates have successfully demonstrated their readiness to teach by means of a combination of program pieces: lesson plan collection, formal observations, dispositions, and the edTPA. These pieces are pulled together as a body of evidence for the standards-based electronic portfolio.

Programmatic changes that have been implemented include the Lesson Plan Collection, a Parent Communication Log, and implementing more technology into our teacher preparation. The Lesson Plan Collection is described above. The Parent Communication Log requires documenting 30 parent contacts during their student teaching. These can include phone calls, conferences, notes, etc. In terms of technology, implementing the edTPA has resulted in an increased focus on technology. The edTPA also demands that our candidates have a deeper understanding of assessment and its importance in instructional decision-making as well as providing feedback to students to deepen and strengthen their learning.

While we didn't report on Dispositional data here as a separate assessment, dispositions are a critical part of our teacher preparation program. Our teacher candidates are assessed on their dispositions in the following major categories: responsibility, collaboration, diversity, professional behavior, and personal well-being. They are rated by their methods instructors in the fall of their professional year, and they are also rated by their site supervisors, site coordinators, and cooperating teachers each quarter of their professional year. The candidates also rate themselves.

At the two-day orientation mentioned above, we talk in length about professional ethics and culturally responsive teaching. This has helped tremendously in impressing upon our students that they are rated on their professional dispositions from the minute they begin our program. It also has helped frame the year for our students. Our program is intense and very demanding in terms of time and effort. The expectations are made very clear at this orientation.

Student Learning:
The primary way that we demonstrate our teacher candidates have a positive impact on P-12 student learning has been through the edTPA, administered for the first time in Spring 2014. This performance-based assessment requires careful planning of teaching segments. Throughout the teaching unit, formative assessment is also used to guide instructional decisions. Post-lesson data and analysis also provide evidence of student learning, not only of the whole group of students, but for subgroups as well.

Because assessment is such a critical piece in the instructional process, we have also made changes in our content methods courses. As a faculty, we have made changes to make sure that assessment is embedded in every course. Moreover, the edTPA has influenced the lesson planning format that we use.

Colorado has adopted all new standards for teachers based on new legislation that mandates that teachers' evaluation will be tied to student performance. Another bill was passed that ties our graduates' success in the classroom for their first three years of teaching back to the institution that prepared them for licensure. We have not yet received these data, but will be interested to see how well our program completers are performing in the field and the impact they are having on student learning.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponseToConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Response to Review

1. In response to number 1, we have studied the NCATE guidelines for using grades, and presented grades for content courses only and for those courses required for all elementary teacher candidates. For transfer and post-baccalaureate candidates, grades for equivalent content
courses were included. For Assessment 2, Course Grades, we also included UCCS’s policy on grades. Furthermore, we only included data on program completers.

2. For the Lesson Plan Collection, or Assessment 3, we aligned the rows of the rubric to a single ACEI standard. We included data from one application of this rubric from the 2013-14 academic year.

3. For Assessment 4, Formal Lesson Observations, we included an ‘n’ for the data, and we reported number of individuals as well as percentages for how well each standard was met in every observable area. We have included data for one application for undergraduates and post-baccalaureate students during the 2013-14 academic year.

4. For Assessments 5 and 6, we have aligned the rubrics to single ACEI standards. We have presented data from one application for the 2013-14 cohort. For Assessment 5, we presented undergraduate and post-baccalaureate data together, and for Assessment 6, we presented data separately for undergraduate and post-baccalaureate students.

5. We have submitted an entirely new Section 4 for Assessments 2, 3, 4, 5, 6. We included passing information for each assessment, and we interpreted data in for each standard.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.