**STANDARD 2: CLINICAL PARTNERSHIPS AND PRACTICE**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

**Introduction**

In 2010, the State of Colorado enacted Senate Bill 191, legislation mandating that the State Council for Educator Effectiveness create a framework for a system to evaluate all licensed school personnel. For teachers, up to 50% of their “effectiveness” can be determined by K-12 student outcome measures, often times standardized tests and other summative measures. The results of this legislation represent a fundamental change in the landscape of school accountability in Colorado.

In an era of high-stakes testing and even higher-stakes educator accountability, it is a strong tribute to the quality of the program completers from the University of Colorado Colorado Springs’ COE that teacher education, leadership, and counselor candidates remain in high demand for internships. Peer institutions throughout the state have noticed a decrease in the number of schools and districts willing to assume intern agreements, as classroom teachers fear having an intern will negatively impact student performance on state exams, and consequently their own “effectiveness” ratings.

It is a combination of a strong district rapport, faculty involvement, quality preparation, responsiveness to concerns, and a robust admissions selection process that ensures that UCCS interns meet district demands of interns and graduates during the more complex evaluation climate facing today’s schools.

The quality of the COE’s clinical partnerships and practices are measured through a combination of internally and externally validated instruments along with expert observations.

**Field Experience and Internship Placements**

While Colorado requires 800 hours of practicum experience, students in TELP complete a year-long internship and fulfill a requirement of nearly 1,000 hours of field experience. A detailed handbook outlines the requirements and expectations for candidates as they progress through the initial preparation program. A strong field experience includes many of the components recommended in the 2010 NCATE report *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*, including an emphasis on co-teaching during the candidate’s first semester of internship. This can take the form of parallel teaching, tag team teaching, coaching, and re-teaching. During the second semester, candidates are required to complete a minimum of three weeks of solo teaching. The internship experience is further strengthened by weekly on-site seminars and monthly university seminars. Candidate quality is measured by successful completion of diverse placements and demonstration of the knowledge and skills articulated in CTQS. Those are documented through portfolio and edTPA submissions which, in turn, inform decisions related to program completion and licensure.

Candidates complete surveys about the effectiveness of the placement site, the site professor, the site coordinators, and their clinical teachers at program’s end. Individuals in a supervisory
capacity also provide feedback to the program director on the site quality. Survey data is housed in TaskStream and used to inform future placement decisions.

The Alternative Licensure Program (ALP) provides a pathway to prepare educators with professional experience and content knowledge to teach English Language Arts, Mathematics, Science, Social Studies, and World Languages (Spanish). Candidates must acquire a Statement of Eligibility from the Colorado Department of Education and have a full-time, yearlong teaching position in an accredited school to enroll in ALP. The resident teacher (candidate) is supported by the school administrator, a mentor teacher, and a university supervisor. The RT generally meets with the mentor teacher weekly, although the RT is evaluated and supervised by the local school administrator using the same protocols that are used for all district teachers. The university supervisor observes the RT at least three times a semester. Like TELP, RTs are evaluated on the Colorado Teacher Quality Standards and the Colorado Academic Standards and on their dispositions, which specifically addresses appropriate use of technology in instruction. All programs maintain electronic portfolios, which require candidates to submit artifacts in a variety of applications (Word, Excel, and PowerPoint, among others). The introduction of edTPA is requiring a whole new level of technological expertise as candidates (and faculty) learn to create and submit videos for collection and review.

The newly developed Special Education Generalist program for initial licensure requires its candidates to complete 840 total hours of field experience. This program was designed as a cohort model with early, embedded field experiences and specific evaluation points for all candidates to help monitor and improve candidate outcomes in the final practicum experiences and in the field. The program has three experiences (spring semester, with 100 hours; summer, with 100 hours; and spring, with 640 hours). All of the field experiences are in inclusive settings serving students from age 5-21 have disabilities represented in the 13 qualifying categories as defined in IDEA. Candidates work with special and general education teachers to create modifications and accommodations and implement services in the classroom. Special Education has a handbook for the internship and is developing handbooks for each of the other two field experiences. Special Education candidates also must meet the Colorado Teacher Quality Standards. The program is piloting the Classroom Assessment Scoring System (CLASS) with its candidates during the spring 2014 semester. CLASS is an observational tool that provides a common language and focus on the critical elements of effective teaching. The system focuses on three domains: Emotional Support, Classroom Organization, and Instructional Support.

UCCSTeach, a UTeach replication site, has a highly-structured, tightly-sequenced field experience design modeled after UTeach requirements. Candidates get early exposure to classroom experience, and each practicum has clearly defined expectations for candidate responsibilities at that level. The program uses step designations for the first two practica. These are defined as Step 1, which has 15 contact hours at an elementary school and includes three on-site teaching demonstrations by candidates; and Step 2, with 20 contact hours at a middle school with three on-site teaching demonstrations. Following a successful UCCSTeach Program Interview, candidates move into the third practicum, Classroom Interactions, which entails 50 contact hours at a high school along with three on-site teaching demonstrations. The fourth experience is Project-Based Instruction, which requires 75 contact hours at a middle or high school and five on-site teaching demonstrations in small teams (two to three students).
Candidates must complete all UCCSTeach coursework and pass PLACE or Praxis before moving to the final field experience, which is Apprentice Teaching and includes 640 contact hours at a middle or high school and a minimum of four weeks of solo teaching experience.

Like TELP, UCCSTeach uses the CTQS observation form; however, the program is also using CLASS. The CLASS domains are introduced early in the program and reiterated throughout. UCCSTeach uses an exit interview with its program completers.

Practica requirements for Principal Licensure and Administrator Licensure candidates are introduced in the first class of the program. Course syllabi outline requirements for logging hours, finding an appropriate mentor, and maintaining a reflective journal. Candidates in both programs are required to log 300 hours of field experience. Coaching sessions and leadership planning meetings are scheduled throughout the program. Mentors complete a mid-term and final evaluation for each candidate. The mid-term evaluation provides formative data to the university faculty, and the final evaluation is scored as part of the portfolio.

As with the other programs, School Counseling candidates are informed of the requirements and expectations for their practicum and internship through the department handbook and new student orientation. Consistent with CACREP fieldwork requirements, all students must successfully complete a 100 hour practicum and a 600 hour internship in order to be recommended for graduation. Practicum is completed in the first year in the program after successful completion of core course work. Students must have a successful faculty review of the Developmental Assessment Matrix competencies (which articulates appropriate dispositional levels each semester) to be released for practicum. Internship is a two semester requirement typically completed in the second year in the program. Both Practicum and Internship experiences are based on CACREP standards. Practicum students meet weekly with their site supervisor for individual supervision (1 hour) and university supervisor for group supervision (2 ½ hours). The site supervisor provides periodic performance evaluations and a final written evaluation of the practicum student. The practicum student also completes an evaluation of the practicum site and the practicum experience at the completion of the field work experience. Students complete 300 hours of experience during each of the two semesters of internship. Counseling faculty typically make at least one visit per semester to meet with the site supervisor and intern. The evaluation process for interns is similar to that of practicum students.

All programs emphasize placements that include diverse populations. In TELP, one or more of the three credits of the core course TED 3010 (taken over a minimum of two semesters) has to be in a low SES school. The program provides students with a list of schools that qualify for that designation based on the requirement that it must be a public school that has greater than 50% Free/Reduced lunch for elementary and greater than 35% Free/Reduced lunch for secondary. Additionally,

- For each 3010 credit, students must complete 30 hours of observation/participation within a single classroom;
- students must complete TED 3010 credits in a minimum of two schools;
- elementary teacher candidates are encouraged to volunteer in one primary (K - 2) and one intermediate (3 - 5) grade classroom;
secondary teacher candidates are encouraged to volunteer within their content area and in one middle school placement and one high school placement;

The diversity of the geographic region extends beyond the immediate metrics of race/ethnicity and SES. Within the typical placement range are widely different district sizes, management philosophies, achievement levels, and urbanicity. The region is also host to a wide variety of state and district charter schools. While more detail will be provided in the supporting data, Table 2.1 displays the range of diversity in El Paso County’s districts, where the majority of our candidates serve internships.

Candidates' understanding of diversity and variety of needs is also included as part of the TELP interview, which is scored by two faculty. Candidates often cite their experience in TED 3010 during interviews and that feedback is recorded by interviewers. The Counseling program also addresses diversity in its individual and group interview processes.

El Paso County contains 18 school districts, ranging in enrollment size from 185-29,000. As noted on Map 2.1, districts also represent diversity of population and territory. Districts range from highly urban to very rural, creating opportunities for our students to work with very different populations and cultures.
### TABLE 2.1 – El Paso County School District and UCCS COE Placements

<table>
<thead>
<tr>
<th>District Name</th>
<th>Total PK-12 Pupil Membership</th>
<th>Gifted and Talented</th>
<th>Special Education</th>
<th>Online</th>
<th>English Language Learners</th>
<th>Section 504</th>
<th>Title I</th>
<th>White</th>
<th>Black or African American</th>
<th>Hispanic or Latino</th>
<th>Percent Minority</th>
<th>Student Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMY 20</td>
<td>23973</td>
<td>9.43%</td>
<td>7.81%</td>
<td>0.15%</td>
<td>2.14%</td>
<td>2.24%</td>
<td>1.07%</td>
<td>76.06%</td>
<td>3.01%</td>
<td>12.74%</td>
<td>25.51%</td>
<td>T</td>
</tr>
<tr>
<td>BIG SANDY 100J</td>
<td>300</td>
<td>8.00%</td>
<td>11.00%</td>
<td>0.33%</td>
<td>0.00%</td>
<td>0.67%</td>
<td>64.00%</td>
<td>90.67%</td>
<td>0.33%</td>
<td>9.00%</td>
<td>14.47%</td>
<td></td>
</tr>
<tr>
<td>CALHAN RJ-1</td>
<td>510</td>
<td>4.31%</td>
<td>12.55%</td>
<td>0.00%</td>
<td>0.20%</td>
<td>1.37%</td>
<td>8.82%</td>
<td>81.18%</td>
<td>0.98%</td>
<td>8.24%</td>
<td>12.29%</td>
<td></td>
</tr>
<tr>
<td>CHEYENNE MOUNTAIN 12</td>
<td>4651</td>
<td>12.71%</td>
<td>7.55%</td>
<td>0.00%</td>
<td>3.18%</td>
<td>1.89%</td>
<td>17.67%</td>
<td>81.06%</td>
<td>3.33%</td>
<td>15.44%</td>
<td>26.47%</td>
<td>L S C T</td>
</tr>
<tr>
<td>COLORADO SPRINGS 11</td>
<td>28993</td>
<td>8.72%</td>
<td>7.83%</td>
<td>0.68%</td>
<td>9.83%</td>
<td>1.62%</td>
<td>18.86%</td>
<td>51.71%</td>
<td>6.98%</td>
<td>29.10%</td>
<td>47.22%</td>
<td></td>
</tr>
<tr>
<td>EDISON 54 JT</td>
<td>185</td>
<td>4.32%</td>
<td>8.65%</td>
<td>3.24%</td>
<td>0.54%</td>
<td>0.00%</td>
<td>12.43%</td>
<td>89.19%</td>
<td>0.00%</td>
<td>8.65%</td>
<td>13.61%</td>
<td></td>
</tr>
<tr>
<td>ELLICOTT 22</td>
<td>1027</td>
<td>3.31%</td>
<td>14.31%</td>
<td>0.00%</td>
<td>10.61%</td>
<td>1.56%</td>
<td>55.70%</td>
<td>59.69%</td>
<td>2.73%</td>
<td>25.02%</td>
<td>35.81%</td>
<td></td>
</tr>
<tr>
<td>FALCON 49</td>
<td>15478</td>
<td>3.26%</td>
<td>9.37%</td>
<td>2.71%</td>
<td>3.55%</td>
<td>0.43%</td>
<td>14.08%</td>
<td>74.20%</td>
<td>7.53%</td>
<td>28.24%</td>
<td>39.17%</td>
<td>L S C T</td>
</tr>
<tr>
<td>FOUNTAIN 8</td>
<td>7840</td>
<td>3.79%</td>
<td>14.53%</td>
<td>0.00%</td>
<td>4.95%</td>
<td>1.08%</td>
<td>23.11%</td>
<td>51.08%</td>
<td>13.20%</td>
<td>25.56%</td>
<td>50.49%</td>
<td>L S C</td>
</tr>
<tr>
<td>FREMONT RE-2</td>
<td>1536</td>
<td>4.17%</td>
<td>13.09%</td>
<td>1.56%</td>
<td>1.50%</td>
<td>0.20%</td>
<td>76.56%</td>
<td>74.87%</td>
<td>0.65%</td>
<td>15.17%</td>
<td>20.69%</td>
<td></td>
</tr>
<tr>
<td>HANOVER 28</td>
<td>227</td>
<td>5.73%</td>
<td>13.22%</td>
<td>0.00%</td>
<td>14.10%</td>
<td>0.44%</td>
<td>100.00%</td>
<td>73.13%</td>
<td>1.76%</td>
<td>30.40%</td>
<td>33.86%</td>
<td></td>
</tr>
<tr>
<td>HARRISON 2</td>
<td>10775</td>
<td>3.90%</td>
<td>6.77%</td>
<td>0.00%</td>
<td>18.26%</td>
<td>0.18%</td>
<td>53.75%</td>
<td>29.60%</td>
<td>17.47%</td>
<td>46.14%</td>
<td>41.47%</td>
<td>L S C</td>
</tr>
<tr>
<td>LEWIS-PALMER 38</td>
<td>6153</td>
<td>12.84%</td>
<td>8.87%</td>
<td>0.00%</td>
<td>4.47%</td>
<td>1.97%</td>
<td>1.45%</td>
<td>82.98%</td>
<td>1.17%</td>
<td>9.78%</td>
<td>18.63%</td>
<td>L S T</td>
</tr>
<tr>
<td>MANITOU SPRINGS 14</td>
<td>1500</td>
<td>6.53%</td>
<td>6.67%</td>
<td>0.00%</td>
<td>0.60%</td>
<td>1.13%</td>
<td>8.33%</td>
<td>84.27%</td>
<td>1.47%</td>
<td>7.87%</td>
<td>14.59%</td>
<td>C</td>
</tr>
<tr>
<td>MIAMI/YODER 60 JT</td>
<td>268</td>
<td>2.24%</td>
<td>9.33%</td>
<td>0.00%</td>
<td>2.61%</td>
<td>0.00%</td>
<td>75.00%</td>
<td>89.18%</td>
<td>0.75%</td>
<td>19.03%</td>
<td>22.15%</td>
<td>L</td>
</tr>
<tr>
<td>PEYTON 23 JT</td>
<td>656</td>
<td>4.73%</td>
<td>9.91%</td>
<td>0.15%</td>
<td>1.37%</td>
<td>0.91%</td>
<td>48.63%</td>
<td>77.74%</td>
<td>1.22%</td>
<td>8.54%</td>
<td>15.84%</td>
<td></td>
</tr>
<tr>
<td>WIDEFIELD 3</td>
<td>9297</td>
<td>2.40%</td>
<td>13.99%</td>
<td>0.58%</td>
<td>3.21%</td>
<td>0.86%</td>
<td>4.96%</td>
<td>52.58%</td>
<td>10.27%</td>
<td>25.86%</td>
<td>47.80%</td>
<td>L C T</td>
</tr>
</tbody>
</table>

L= Leadership, S=Special Education, C= Counselor, T= Teacher
MAP 2.1 – Population Density in El Paso County and COE Internship Placements
Programmatic and College-level advisory boards and site-professor meetings provide feedback on COE candidates and recommend areas that need attention. One indicator of the College’s success is its employment record. For 2013, over 80% of initial teacher preparation candidates were hired by districts following completion of internship. One of the positive impacts of SB 191 is that the state is developing a tracking system that will be able to link program completers with their employment record, thus providing universities with better data related to number of graduates hired, employers, retention, district choices, mobility, and other relevant career data.

**Standard 2: Summary**
The College of Education has built a variety of strong, successful partnerships over the years. The readiness of faculty to address community demands has led to a positive impression with stakeholders and a strong willingness to accept interns. All programs have clearly defined placement processes, candidate expectations, and supervisory roles. Programs are intentional about practicum placements, ensuring that there is a documentable process verifying that each candidate is experiencing placements within diverse sites.

Programs have kept survey data indicating candidates’ perceptions of the site and their clinical teachers or supervisors. Results are generally analyzed by program coordinators to determine if placements will continue at that site or with a particular clinical supervisor. As with other assessments done programmatically, the next step of creating a report-out system for the department has not always occurred, but there is awareness that this particular feedback loop needs to be closed and initiatives are well underway to do so. For example, with TELP and SELP, there are regular discussions of the sites and placements and whether a school/teacher continues with the program in the site-professor meetings. UCCSTeach will follow this practice as they build the volume of program completers. The quality of the placements is monitored through site and mentor teacher surveys, while candidate performance is measured multiple times through observations, surveys, portfolio assignments, and dispositional data.

While there is an increased effort to ensure students experience placements with diverse populations, there have also been meaningful discussions about what diversity means, with a goal of determining a broader and more meaningful definition.

**STANDARD 2: CLINICAL PARTNERSHIPS AND PRACTICE**

1. Summary of preliminary findings
   a. Narrative summary of preliminary findings
Four years ago, Colorado enacted legislation that required public schools districts to create a framework wherein all licensed school personnel can be regularly (and consistently) evaluated. For teachers, this means that up to 50 percent of their “effectiveness” ratings can be determined via their K-12 student outcome measures. Subsequently, many practicing teachers have become less willing to mentor teacher candidates in their classrooms and laboratories. UCCS’ College of Education is to be commended for the fact its teacher education, leadership and counselor candidates remain in high demand for internships. Also to the EPP’s credit, their TELP candidates typically fulfill nearly 1000 hours of field experiences which exceeds the state’s minimum requirement of 800 hours. Teacher education candidate performance is assessed using observations aligned with the Colorado Teacher Quality Standards (CTQS). Also of note, there is a strong emphasis on co-teaching and project based instruction, especially in the UCCST each program.

The SSR narrative identifies the use of a handbook for the TELP, SELP and Counselor preparation programs, and it is likely the parameters for all field placements are spelled out in these documents. They are not included as evidence to support the SSR, making it more challenging to determine the depth, breadth, diversity, coherence and duration of the candidates’ clinical experiences (CAEP 2.3). The following table depicts what “appears” to be required for the various licensure programs at UCCS:

The following tables have been created as a summary of field experience and student teaching requirements.
Field Placement (NOT including student teaching)

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>How are these selected (if applicable. Use position equivalent for your program):</th>
<th>What course is the experience a requirement for?</th>
<th>How many hours is the student in the school</th>
<th>Calendar Dates</th>
<th>Candidate responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALP</td>
<td>School Site</td>
<td>Cooperating Teacher</td>
<td>University Supervisor</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>a. TED 3010: Early Diverse School Experience</td>
<td>A list of schools and/or tutoring opportunities are shared with students/teacher candidates (TCs). Students select the school in which they want to volunteer.</td>
<td>The students are placed in classrooms by the principal or another designee.</td>
<td>Two faculty members oversee the TED 3010 class and experience – including seminars about diversity</td>
<td>TED 3010: Early Diverse School Experience.</td>
<td>30 hours per credit, a diverse setting is required for at least one credit – 90 hours total in three different settings</td>
</tr>
<tr>
<td>b. TED 4600: Elementary Field Experience I</td>
<td>The majority of Partnership Schools are selected because of interest by a principal or are invited by the Director of Teacher Education. One district selects the partnership schools at the district level.</td>
<td>Cooperating teachers are selected collaboratively by the principal, site coordinator, and university site supervisor.</td>
<td>University supervisors are faculty members and retired school district personnel who go through an application and interview process.</td>
<td>TED 4600: Elementary Level I Field Experience</td>
<td>Two eight week placements – (one primary and one intermediate) Monday, Tuesday mornings, all day Wednesdays and Thursday afternoon Minimum of 320 hours</td>
</tr>
<tr>
<td>C. TED 4700: Secondary Field Experience I</td>
<td>The majority of Partnership Schools are selected because of interest by a principal or are invited by the Director of Teacher Education. One district selects the partnership schools at the district level. The majority of the teachers must agree to the partnership. Partnerships are based on a three-year commitment but are renewed yearly.</td>
<td>Cooperating teachers are selected collaboratively by the principal, site coordinator, and university site supervisor.</td>
<td>University supervisors are faculty members and retired school district personnel who go through an application and interview process.</td>
<td>TED 4700: Secondary Level I Field Experience</td>
<td>Two eight week placements – one in a middle school and one in a high school Monday, Tuesday, Thursday, Friday mornings and all day Wednesdays. Minimum 380 hours. Students/TCs go full time from the day teachers report for duty in the partnership schools prior to classes beginning at UCCS for additional hours.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>SELP</td>
<td>Sites are recommended by District Special Administrators considering the school’s match to the TC’s placement needs and openness to inclusive CT are recommended by District Special Administrators considering the school’s match to the TC’s placement needs and</td>
<td>Have strong practitioner background, experience in the field of special education and mentorship in cohort model Field Experience 1 and 2 are prereq. For the classes in the subsequent semesters including SPED 5031 Student teaching.</td>
<td>In cohort model Field Experience 1 and 2 are prereq. For the classes in the subsequent semesters including SPED 5031 Student teaching.</td>
<td>SPED 5030 Internship (Field Experience 1) – 100 hours</td>
<td>Spring Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SPED 5025 Inclusive Fieldwork (Field</td>
<td>Summer Semester 3</td>
</tr>
<tr>
<td></td>
<td>a. Step 1</td>
<td>b. Step 2</td>
<td>c. Classroom Instructions</td>
<td>d. Project-based Instruction</td>
<td>Counselor</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>--------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>placements</td>
<td>Elementary school. Placements set up by UCCSTeach staff</td>
<td>Middle school. Placements set up by UCCSTeach staff</td>
<td>High school. Placements set up by UCCSTeach staff</td>
<td>Middle or High School. Placements set up by UCCSTeach staff</td>
<td>N/A</td>
</tr>
<tr>
<td>high quality</td>
<td>High quality cooperating teachers identified by administration. Matches made by UCCSTeach staff</td>
<td>Same as above</td>
<td>Same as above</td>
<td>Same as above</td>
<td>N/A</td>
</tr>
<tr>
<td>cooperating</td>
<td>University supervisor is same as course instructor. Matched to teacher candidates’ content area (math or science)</td>
<td>UTED 1020 – Step 2: Inquiry-Based Lesson Design</td>
<td>UTED 3020 – Classroom Interactions</td>
<td>UTED 4710 – Project-Based Instruction</td>
<td>N/A</td>
</tr>
<tr>
<td>experience (h)</td>
<td>15 contact hours</td>
<td>20 contact hours</td>
<td>50 contact hours</td>
<td>75 contact hours</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>First field course in UCCSTeach program</td>
<td>Second field course in UCCSTeach program sequence</td>
<td>Third field course in UCCSTeach program sequence</td>
<td>Fourth field course in UCCSTeach program sequence</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>• Minimum of 2 observations</td>
<td>• Minimum of 2 observations</td>
<td>• Minimum of 6 observations</td>
<td>• Minimum of 10 observations</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*See Field Placement Data Table 2012-2014 with demographic data
### Student Teaching

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>How are these selected (if applicable. Use position equivalent for your program):</th>
<th>Calendar Dates</th>
<th># Days/week</th>
<th># Hours</th>
<th>Solo Teaching</th>
<th>Candidate responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Site</td>
<td>Cooperating Teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>Supervisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ALP</td>
<td>Candidates apply for their teaching positions and are hired per their district/school’s normal means.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teacher of record</td>
</tr>
<tr>
<td></td>
<td>Candidate does not have a “cooperating teacher” in the conventional sense, but they are appointed a mentor – ideally an experienced teacher from the same department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>College of Education faculty or adjuncts with significant background/experience in the candidate’s content area.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full school year per district contract.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### TELP

**TED 4630: Elementary Field Experience II**

- The majority of Partnership Schools are selected because of interest by a principal or are invited by the Director of Teacher Education. One district selects the.
- Cooperating teachers are selected collaboratively by the principal, site coordinator, and university site supervisor.
- University supervisors are faculty members and retired school district personnel who go through an application and interview process.
- TED 4630: Elementary Field Experience II
- 5 days a week
- Minimum 640 hours
- 3 weeks minimum – co-teaching model

**For campus seminar:**

1. Complete EdTPA
2. Complete Portfolio
3. Coordinate 6 formal observations (includes professional dispositions) with University Supervisor
4. Attend weekly seminar 15 times for semester to discuss various topics

**At school site:**

- follow school/district curriculum
- plan and prepare all materials for daily lessons
  - consult and coordinate with
**Partnership**

Schools at the district level. The majority of the teachers must agree to the partnership. Partnerships are based on a three-year commitment but are renewed yearly.

<table>
<thead>
<tr>
<th>Your Clinical Teacher and/or grade-level teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>• follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)</td>
</tr>
<tr>
<td>• complete written lesson plans (“winging it” is NOT acceptable)</td>
</tr>
<tr>
<td>• provide written lesson plans that a substitute can follow if you will be absent</td>
</tr>
<tr>
<td>• teach in dynamic, engaging ways using sound principles of instruction</td>
</tr>
<tr>
<td>• operate instructional technology (e.g., document cameras, interactive white boards)</td>
</tr>
<tr>
<td>• plan for and follow school procedures to reserve unique learning space (e.g., library media center)</td>
</tr>
<tr>
<td>• assess student learning (formatively and summatively)</td>
</tr>
<tr>
<td>• administer state or district assessments according to standardized protocols</td>
</tr>
<tr>
<td>• grade student work in a timely manner</td>
</tr>
<tr>
<td>• maintain accurate student records (grades, attendance, etc.)</td>
</tr>
<tr>
<td>• help students make up work and/or tests/exams</td>
</tr>
<tr>
<td>• attend staff meetings and other meetings, e.g., grade-level team</td>
</tr>
<tr>
<td>• attend ILP or IEP meetings for students in your clinical teacher’s classroom</td>
</tr>
<tr>
<td>• answer email and voice mail daily</td>
</tr>
<tr>
<td>• provide supervisory support to students (e.g., hall, lunch room, bus, study hall duties)</td>
</tr>
<tr>
<td>• hold office hours or help sessions during off periods or before/after school or during lunch</td>
</tr>
<tr>
<td>• attend parent/guardian-teacher conferences or meet with</td>
</tr>
</tbody>
</table>
| **TED 4730: Secondary Field Experience II** | The majority of Partnership Schools are selected because of interest by a principal or are invited by the Director of Teacher Education. One district selects the partnership schools at the district level. The majority of the teachers must agree to the partnership. Partnership are based on a three-year commitment but are renewed yearly. | Cooperating teachers are selected collaboratively by the principal, site coordinator, and university site supervisor. University supervisors are faculty members and retired school district personnel who go through an application and interview process. | **TED 4730: Secondary Field Experience II** | 5 days a week | Minimum 640 hours | 3 weeks minimum – co-teaching model | **For campus seminar:**  
1. Complete EdTPA  
2. Complete Portfolio  
3. Coordinate 6 formal observations (includes professional dispositions) with University Supervisor  
4. Attend weekly seminar 15 times for semester to discuss various topics  
**At school site:**  
- follow school/district curriculum  
- plan and prepare all materials for daily lessons  
  - consult and coordinate with your Clinical Teacher and/or grade-level teams  
  - follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)  
  - complete written lesson plans (“winging it” is NOT acceptable)  
  - provide written lesson plans that a substitute can follow if you will be absent  
- teach in dynamic, engaging ways using sound principles of instruction  
- operate instructional technology (e.g., document cameras, interactive whiteboards)  
- plan for and follow school procedures to reserve unique learning space (e.g., library media center)  
- assess student learning (formatively and summatively) | parents/guardians as requested  
- follow all school building and district policies e.g., attendance, discipline, grading, communication, safety |
| SELP | Sites are recommended by District Special Administrators considering the school’s match to the TC’s placement needs and openness to inclusive practices | CT are recommended by District Special Administrators considering the school’s match to the TC’s placement needs and openness to inclusive practices | Have strong practitioner background, experience in the field of special education and mentorship | Fall Semester | 5 days per week, 16 weeks | 640 hours | Managing classroom routine, planning and implementing instruction with small groups and whole classes (including use of formal and informal assessments), scheduling and providing support in general education environments, co-teaching and collaboration with general educators and providing support for students during non-academic times, Completing administrative tasks such as IEP activities. |

<p>| UCCSTeach | Middle or High | University | Final | 5. teacher | Minimum of | Minimum of | For campus seminar: |</p>
<table>
<thead>
<tr>
<th>High School Placements set up by UCCSTeach staff</th>
<th>quality cooperating teachers identified by administration. Matches made by UCCSTeach staff. Student Teaching cooperating teachers have typically served as cooperating teachers for preliminary UCCSTeach field courses in previous semesters.</th>
<th>supervisors are full time Master Teachers from UCCSTeach Program. Matched with teacher candidates based on content area (math or science)</th>
<th>semester of UCCSTeach Program</th>
<th>candidates shadow cooperating teachers all day every day for one full semester</th>
<th>640 hours</th>
<th>4 weeks</th>
</tr>
</thead>
</table>

1. Complete EdTPA
2. Complete Portfolio
3. Coordinate 6 formal observations (includes professional dispositions) with University Supervisor
4. Attend weekly seminar 15 times for semester to discuss various topics

**At school site:**

- follow school/district curriculum
- plan and prepare all materials for daily lessons
  - consult and coordinate with your Clinical Teacher and/or grade-level teams
  - follow requested lesson plan format (may be specified by your school or university supervisor or use formats practiced in teacher education courses)
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- teach in dynamic, engaging ways using sound principles of instruction
- operate instructional technology (e.g., document cameras, interactive white boards)
- plan for and follow school procedures to reserve unique learning space (e.g., library media center)
- assess student learning (formatively and summatively)
- administer state or district assessments according to standardized protocols
- grade student work in a timely manner
- maintain accurate student records (grades, attendance, etc.)
• help students make up work and/or tests/exams
• attend staff meetings and other meetings, e.g., grade-level team
• attend ILP or IEP meetings for students in your clinical teacher’s classroom
• answer email and voice mail daily
• provide supervisory support to students (e.g., hall, lunch room, bus, study hall duties)
• hold office hours or help sessions during off periods or before/after school or during lunch
• attend parent/guardian-teacher conferences or meet with parents/guardians as requested
• follow all school building and district policies e.g., attendance, discipline, grading, communication, safety

*See Field Placement Data Table 2012-2014 with demographic data
<table>
<thead>
<tr>
<th>Program</th>
<th># Days</th>
<th># Hours</th>
<th>Solo Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALP</td>
<td>180 (full year)</td>
<td>Not specified</td>
<td></td>
</tr>
<tr>
<td>TELP</td>
<td>Not specified</td>
<td>1000</td>
<td>3 weeks (minimum)</td>
</tr>
<tr>
<td>SELP</td>
<td>Not specified</td>
<td>840</td>
<td></td>
</tr>
<tr>
<td>UCCSTeach</td>
<td>Not specified</td>
<td>800</td>
<td>4 weeks (minimum)</td>
</tr>
<tr>
<td>Counselor</td>
<td>Not specified</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Admin/Principal</td>
<td>Not specified</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

The SSR did not describe strategies or policies to indicate these clinical partnerships have been or are being co-constructed. There was no mention made of technology-based collaboration to foster and establish field placement arrangements (CAEP 2.1). The COE’s organizational chart depicts a position titled director of Field Experience & Community Outreach, but there is no reference made to this person in either the SSR or the evidence documents submitted for Standard 2.

Currently, each program coordinator determines placements. While there is a director of Field Experience and Community Outreach, her focus has been on the start-up of the Student Resource Office. The director collects placement data each semester for each program. There are efforts to incorporate placement data into the new Cherwell system and to have the Assessment and Operations Specialist collaborate with the director on collecting and analyzing information. Program faculty work with district and community colleagues to determine quality placements, clinical faculty qualifications and supervisory practices. Candidate surveys are used in determining the continuation of clinical faculty and placement sites. TaskStream, CLASS, CTQS observation, Blackboard, edTPA and portfolios are shared and assessed by both university and site-based personnel. Currently, individual programs create and maintain relationships with individual schools and districts, however efforts are underway to define the role of a director who would be responsible for ALL internship placements for the college. TELP works with university faculty and supervisors, site supervisors and clinical faculty while smaller programs (Special Education and UCCSTeach) primarily utilize university faculty working with clinical faculty.

Also missing from the SSR is a discussion of how clinical educators are co-selected, prepared, evaluated, supported and retained to positively impact both candidate
achievement and P-12 student learning (CAEP 2.2). The only evidence provided which marginally relates to this standard is a table depicting the results of three administrations of a survey where TELP candidates are invited to evaluate their site professors. The data are not disaggregated by program level, nor is it possible to determine how many candidates responded, and for which number of site professors.

Clinical faculty are co-selected by program personnel working in conjunction with individual schools or districts. Cooperating teachers must have a minimum of 3 years of successful teaching experience and come highly recommended by administration. Site supervisors represent a variety of content areas and levels, as you can see in this document University Site Supervisors and Content Areas

TELP implemented a new online orientation program this fall to assist clinical faculty with their roles and responsibilities. UCCS Teach has a new Mentor Teacher Training Handbook. Supervisors of principals and administrators must hold a current Colorado Principal and Administrator License. All programs have handbooks outlining expectations for clinical faculty.

- TELP
- ALP
- SPED
- UCCSTeach
- Principal Licensure
- Administrator Licensure
- Counseling and Human Services

Candidates assess the clinical faculty members. See surveys and data below.

- Teacher Candidates evaluate TELP Program
  - Elementary
  - Secondary
- Teacher Candidates evaluate Site Supervisor (previously Site Professor)
- Teacher Candidates evaluate Site School and Cooperating Teacher (previously Clinical Teacher)
- UCCS Teach also collects survey data on their Teacher Candidates and placements
  - UCCSTeach Candidates Program Completer Survey
- Counseling and Human Services
  - Survey instrument
    - Practicum Evaluation of Site and Site Supervisor

b. Evidence that is consistent with meeting the standard

Table 2.1 on p. 44 of the SSR shows the EPP is making good efforts to place candidates from all programs in school-based settings where the percentage of minority students
ranges from 14.6- 50.5 percent (CAEP 2.3). Table 2a in the evidence document shows that TELP candidate performance is being assessed on 29 competencies aligned with the six CTQS (CAEP 2.3). Table 2b in the evidence document reports teacher candidate evaluations of their site professors depicting a high level of satisfaction with their performance across 18 measures (CAEP 2.2).

c. Evidence that is inconsistent with meeting the standard

The primary artifact provided as evidence the EPP is meeting Standard 2 is a summary of observations for TELP candidates (Table 2a) (CAEP 2.3). Data are provided for two consecutive years (2012 & 2013) and are disaggregated by program (Elementary and Secondary). The observation forms are aligned with the CTQS of which there are six which include a total of 29 discrete elements. Regarding these results, the EPP states the following: “A quick analysis reveals an interesting detail. Of the 29 elements, and two years of data for each, secondary scores are higher, and substantially higher in 57 of the 58 instances” (p.1). While it may be the case that a larger number of secondary candidates received a rating of “Fully Met & More” on the instrument, this conclusion is actually somewhat misleading. Closer examination of the results reveals the following three findings regarding candidate performance during their clinical experiences, which perhaps deserve additional EPP scrutiny:

- In nearly all cases, the percentage of elementary education candidates who either met or exceeded the CTQS elements in both 2012 and 2013 was higher than the percentage of secondary candidates who demonstrated these proficiencies. In 2012, there were only three instances when the secondary candidates scored higher (II.e, III.d, IV.c). And in 2013, there were also only three instances when this occurred (I.a, I.d, IV.c).
- In 100 percent of the cases, for both elementary and secondary candidates, the scores reported for the 2013 cohorts were either lower than or even with scores given for the 2012 cohorts. In a few instances for the secondary candidates, the percentage that met or exceeded the CTQS element dropped 20 percentage points or more (see elements II.e, V.b, V.c, VI.a, VI.b).
- For the 2013 cohort of secondary education candidates, there were 11 elements (out of 29) where the percentage who met or exceeded the expected outcome actually fell below 80 percent (see elements I.c, I.e, II.d, II.e, III.b, III.c, V.a, V.c, VI.a, VI.b).

In reporting on TELP observations, the original SSR included ‘not observed’ data. To provide a clearer picture of the observation data for 2012 and 2013, we present data with this removed. The new Colorado Teacher Quality Standards are intended to be evaluated through a combination of observation and teacher portfolio artifacts. This past
year, we have updated our observation form to align more closely with the state’s
evaluation, which has identified standards that are observable and ones that are not. To
evaluate meeting all of the standards, the candidates present their observational data as
one piece of evidence along with other supporting documents (e.g., student work, key
assignments from methods classes, parent communication chart) in an electronic
portfolio.

As is indicated in the updated observation data presented, nearly all of our TCs meet or
exceed the CTQS standards. There are a few standards that we report on that do not meet
the 80% pass rate for secondary only in 2013: Standards 1c and 1e. Standard 1c states
that teachers are proficient in teaching math, but none of these secondary teachers are
math teachers (they go the UCCS Teach route), so this is a challenge when they are
teaching Social Studies, English, or Spanish. However, the teachers do provide evidence
that they meet this standard in their portfolio (see CAEP Standard 1). Standard 1e has the
expectation that candidates create lessons that show interconnectedness of content areas;
the rubric demands that they include literacy and numeracy and language development
across content areas in order to be proficient. They can be rated Partially Proficient if
they include literacy, but must have numeracy as well to earn a rating of Proficient. These
preservice teachers sometimes find this challenging, but need to provide evidence in their
portfolio to show that they meet this element.

In regard to other ratings below 80% (Standard IId, e, IIIb, c, Va, c, and VIa, b), these
standards are met sometimes with a combination of observation and other artifacts in the
portfolio and sometimes only using artifacts (e.g., Standard V addresses Leadership and
Standard VI is around academic student growth).

The Principal Field Mentor Evaluation is being administered fall 2014 to three sections of
LEAD 6820: Practicum in School Leadership: The Principalship. This assignment
requires site mentors to complete a formative (mid-term) and summative (end-term)
evaluation of the candidates’ performance during practica (clinical and field internship
experience). The evaluation form addresses each ELCC building-level element (ELCC
1.0-6.0) and is cross-walked with Colorado Principal Quality Standards. The evaluations
allow mentors to speak to the candidate’s demonstration of each ELCC element as well
as to provide comments on candidate’s strengths and areas for improvement.

The Administrator Field Mentor Evaluation will be first administered summer 2015
(next course offering) to candidates enrolled in LEAD 6880: Practicum in Central
Office Leadership and the Superintendency. This assignment requires site mentors to
complete a formative (mid-term) and summative (end-term) evaluation of the
candidates’ performance during practica (clinical and field internship experience). The
evaluation form addresses each ELCC district-level element (ELCC 1.0-6.0) and is
cross-walked with Colorado Administrator Licensure Standards. The evaluations allow
mentors to speak to candidate’s demonstration of each ELCC element as well as
provide comments on candidate’s strengths and areas for improvement.

2. **List of onsite tasks to be completed.** Use the following three prompts for each task. Add additional tasks as needed.

   *Standard 2 Task 1:* Interview director of Field Experience & Community Outreach to determine how partnerships for clinical preparation are mutually co-constructed (CAEP 2.1).

   a. Evidence in need of verification or corroboration

      No evidence was provided in support of this indicator for Standard 2.

Currently, each program coordinator determines placements. While there is a director of Field Experience and Community Outreach, her focus has been on the start-up of the Student Resource Office. The director collects placement data each semester for each program. There are efforts to incorporate placement data into the new Cherwell system and to have the Assessment and Operations Specialist collaborate with the director on collecting and analyzing information. Program faculty work with district and community colleagues to determine quality placements, clinical faculty qualifications and supervisory practices. Candidate surveys are used in determining the continuation of clinical faculty and placement sites. TaskStream, CLASS, CTQS observation, Blackboard, edTPA and portfolios are shared and assessed by both university and site-based personnel. Currently, individual programs create and maintain relationships with individual schools and districts, however efforts are underway to define the role of a director who would be responsible for ALL internship placements for the college. TELP works with university faculty and supervisors, site supervisors and clinical faculty while smaller programs (Special Education and UCCSTeach) primarily utilize university faculty working with clinical faculty.

   b. Excerpt from SSR to be clarified or confirmed

      “*It is a combination of a strong district rapport, faculty involvement, quality preparation, responsiveness to concerns, and a robust admissions selection process that ensures that UCCS interns meet district demands of interns and graduates during the more complex evaluation climate facing today’s schools.*” (p. 40)

   c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.
• Are there memoranda of understanding or data sharing agreements? 
Yes, please see the updated MOU here, as well as the UCCS Teach Mentor Teacher Agreement.

• Who fosters relationships with potential or new field placement sites? 
Faculty. Originally the director of the SRO was intended to be responsible for field placements but personnel considerations did not allow that to occur. Once the departments of Special Education and Curriculum and Instruction merge, this will be a priority.

• Are there any PDS-like clinical experiences? 
TEL P uses a cohort model and also has multiple levels of supervision (University Supervisor, Site Coordinator and Clinical Faculty).

• Who assesses the extent to which accountability for candidate outcomes is shared? 
The Assessment and Accreditation Committee, in conjunction with department chairs, determines the information that is to be shared with the College Advisory Board. Chairs determine the information that is shared with departments.

• Assessment and Accreditation Committee Meeting Minutes
  o Committee Charge
  o Accreditation Plan
  o November 7, 2012
  o November 14, 2012
  o January 23, 2013
  o February 5, 2013
  o February 19, 2013
  o March 12, 2013
  o March 19, 2013
  o October 30, 2013
  o December 5, 2013
  o January 14, 2014
  o January 30, 2014
  o April 17, 2014
  o February 27, 2014
  o September 18, 2014
  o September 29, 2014

*Standard 2 Task 2: Determine how both provider- and school-based clinical educators are co-selected, evaluated and retained to prepare teacher, counselor and leader candidates who will positively impact P-12 student achievement (CAEP 2.2).*
a. Evidence in need of verification or corroboration

- Teacher Candidates evaluate TELP Program. See surveys and data below.
  - Elementary
  - Secondary
- Teacher Candidates evaluate Site Supervisor (previously Site Professor)
- Teacher Candidates evaluate Site School and Cooperating Teacher (previously Clinical Teacher)
- UCCSTeach Candidates Program Completer Survey
- TELP Employer Surveys of former TCs
- MA and Principal Licensure Graduate Survey Instrument
  - Survey data
- Administrator Licensure Graduate Survey Instrument
  - Survey data

The only evidence provided here are the TELP candidate evaluations of their site professors.

b. Excerpt from SSR to be clarified or confirmed

“Candidates complete surveys about the effectiveness of the placement site, the site professor, the site coordinators, and their clinical teachers a program’s end.” (p. 40)

c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.

- Who besides the TELP candidates participate in the evaluation/assessment of all clinical educators?

University Supervisors provide informal assessment of cooperating teachers

- Do similar procedures occur consistently in all licensure programs (i.e., Counselor, Administrator, ALP)?

Although programs currently have distinct assessments, informal processes are in place. The unique nature of the ALP, Principal, and Administrator programs do not lend themselves to the same type of evaluations as teacher preparation. The Leadership Team, in conjunction with the Assessment and Accreditation Committee is working to have more commonalities among assessment instruments and processes. Also, with the hiring of a director for placements, that individual will be charged in standardizing processes, surveys, ensuring diverse placements, etc. across all teacher education
On p. 41, paragraph 2: “The program has three experiences (spring semester, with 100 hours; summer with 100 hours; and spring with 640 hours).” Is this correct? What happens in the fall semester? Where are they placed in the summer?

See new tables above

On p. 41, paragraph 2: “The program is piloting the Classroom Assessment Scoring System (CLASS) with its candidates during the spring 2014 semester.” Are the data from this pilot available for us to review?

Not for the BI in IECE. We do have it here for UCCS Teach and here for SPED.

On p. 1 of the evidence document, paragraph 1: TALP. This should say TELP

The team knows what TELP, SELP and ALP mean, but could not determine the meaning for this.

This was an error. It should read TELP

On p. 1 of the evidence document, paragraph 3: “There was also a requirement added in secondary to have a content specialist make a formal observation if the site professor was not highly qualified in a particular area.”

Who is this – a faculty member from Arts & Sciences, or someone in the COE?

Here is a list of all University Site Supervisors and content areas (formerly Site Professors) and their licensure areas for the past 4 years

Standard 2 Task 3: Obtain a more congruent picture of how clinical experiences take place across all licensure programs being careful to ascertain the diversity of these experiences (CAEP 2.3).

a. Evidence in need of verification or corroboration

The only evidence presented is a table depicting El Paso County School Districts where some COE placements have been made. Given the format of the table, it is difficult to determine how many candidates are being placed in these districts, know the extent to which the districts are designated as “high-need,” or estimate the duration of the placements.
Please click here to see a new Field Placement Data Table 2012-2014 with candidate numbers and demographics broken down by school.

b. Excerpt from SSR to be clarified or confirmed

With regard to the ALP, “Candidates must . . . have a full-time, year-long teaching position in an accredited school to enroll in the ALP. The resident teacher (candidate) is supported by the school administrator, a mentor teacher, and a university supervisor.” (p. 41)

Per state statute, alternative licensure programs are for candidates who did not complete an approved preparation program with student teaching. The ALP at UCCS consists of ten graduate-level courses. Candidates may complete the first six courses prior to securing a teaching position, but alternative licensure regulation requires consistent University, district, and school support equivalent to 225 clock hours be provided once they are actually working as full-time teachers in their content area. This support comes in the form of all three team members (school administrator, mentor teacher, and University Supervisor) being on the same page about how they can best help the alternative teacher be successful. That is where the final four courses come in. During the two clinical supervision courses (CURR 5018 in the first semester and CURR 5020 in the second), a UCCS supervisor with background and experience teaching in the content area works as part of a team with the candidate’s school administrator (typically a principal or assistant principal) and a mentor to provide maximum support to each alternative candidate.

c. Questions for EPP concerning additional evidence, data, and/or interviews, including follow up on response to 1.c.

• How much variety/diversity occurs across clinical teaching placements for all candidates?

Please see new Field Placement Data Table 2012-2014

• Is there a candidate dispositions assessment tool, and is it administered prior to eligibility for clinical teaching placements?

The Department of Counseling and Human Services has a highly structured process for assessing dispositions early in the candidates programs and throughout. The faculty also meets on a regular basis to discuss candidate progress and if there are issues, remediation strategies can be applied to facilitate a candidate’s progress.

• Stated differently, when are professional dispositions for candidates assessed to determine readiness for clinical placements?

All programs interview candidates before admitting students. They each have interview instruments and processes that interviewers use. Please see instruments and data below.
Once candidates begin their Professional Year in TELP they are evaluated on their professional dispositions 4 times throughout the year. UCCSTeach has Fitness to Teach once candidates are enrolled in the program.

- **TELP Disposition Form**
  - TELP Disposition Data
- **ALP Disposition Form**
  - ALP Disposition Data
- **SPED Disposition Form**
- **UCCSTeach Fitness to Teach Instrument**

Where can the access the various field placement handbooks mentioned in the SSR?

- TELP
- ALP
- SPED
- UCCSTeach
- Principal Licensure
- Administrator Licensure
- Counseling and Human Services

### 3. Preliminary Recommendations for New Areas for Improvement and/or Stipulations Including a Rationale for Each

Area for Improvement: None  
Rationale: None  
Stipulation: None  
Rationale: None