

SECTION I

PART P EDUCATOR PREPARATION POLICY

1.00 Introduction

This policy describes the performance-based educator preparation model and outlines the criteria and procedures for review, initial approval, and reauthorization of schools, colleges, and departments of educator preparation (hereafter listed as “units” of educator preparation) and of educator preparation programs.

This policy states the statutory criteria and the corresponding performance measures that new and existing units of educator preparation must meet to qualify candidates for state licensure and against which adopted standards and performance measures are evaluated. The policy also describes the review and accountability processes for Colorado’s units of educator preparation.

The policy applies to all approved educator preparation units and programs at public, private, and proprietary institutions of higher education in Colorado.

2.00 Statutory Authority

The CCHE Educator Preparation Policy is based on section 23-1-121 C.R.S. that states:

The Commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum the requirements shall ensure that each educator preparation program complies with section 23-1-125, [and] is designed on a performance-based model.

3.00 Goals, Principles, and Terminology

3.01 Policy Goals

The primary goal of CCHE Educator Preparation Policy is to ensure high quality review of educator preparation programs based, when possible, on outcomes rather than inputs and to assist educator preparation programs with improving the effectiveness of their graduates by maintaining flexibility and encouraging creativity, rather than being strictly regulatory.

To achieve that goal, the policy:

- 3.01.01 Provides a basis for making decisions in the areas of approving new educator preparation programs proposed by institutions of higher education, reauthorizing existing educator preparation programs at institutions of higher education, and holding institutions of higher education accountable for addressing areas for improvement identified during the review process;
- 3.01.02 Requires a periodic review of educator preparation units, not more frequently than once every five years [section 23-1-121 (4) (a) (I) C.R.S.] and that may be offered concurrently or jointly with national accrediting bodies [section 23-1-121 (7) C.R.S.].
- 3.01.03 Provides a basis for the department to assist educator preparation programs at institutions of higher education in complying with federal laws, national educator preparation standards and accreditation, and new state laws and policies regarding aligning the P-20 continuum; requires the department and department of education to work collaboratively to assist educator preparation programs in ensuring alignment with state board of education rules regarding the preparation and licensing of candidates, new P-12 academic standards and postsecondary and workforce readiness, and other state laws and policies that impact P-12 education and the preparation of educators;
- 3.01.04 Provides a basis for the department to assist educator preparation programs in responding to state needs by helping to ensure the preparation of effective educators in high needs content areas and high-needs regions of the state and who are able to respond to the needs of local education agencies;
- 3.01.05 Allows the department and the department of education to implement procedures for collecting and reviewing evaluative data of educator preparation units and to share that data with the educator preparation units for program self-improvement.
- 3.01.06 Requires an annual report on the requirements and effectiveness of educator preparation to the legislative education committees [23-1-121 (6) C.R.S.].

3.02 Principles

CCHE Educator Preparation Policy is based on the following principles:

- 3.02.01 Educator preparation is a shared enterprise among the Colorado Commission on Higher Education, the Colorado State Board of Education (SBE), institutions of higher education, and school districts. The Colorado Commission on Higher Education has responsibility for the review and approval of units of educator preparation designed to prepare educators, while

the Colorado State Board of Education is authorized to develop the professional content standards for educator preparation programs and to license those who complete approved programs.

3.02.02 Units of educator preparation are evaluated on the criteria listed in Section 4.00 of this policy.

3.03 Terminology

An Approved Educator Preparation Unit is the college, school, department, or other administrative body in a college, university, or other organization with the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of educators, regardless of where the programs are administratively housed in an institution., which has been reviewed and approved pursuant to this policy and the provisions of C.R.S. 23-1-121.

An Approved Educator Preparation Program is a planned sequence of undergraduate, post-baccalaureate, or graduate courses and experiences for the purpose of preparing teachers and other school professionals to be effective educators in pre-kindergarten through twelfth grade settings. A program may lead to a degree, a recommendation for a state license by the department of education, both, or neither.

Assessment is defined as the process used to collect evidence of what a student knows and is able to demonstrate.

P12 Academic Post-Secondary & Workforce Readiness Standards are the specific statements of what a P-12 student should know or be able to do in specified academic areas.

Field-based Experiences are experiences that allow candidates to apply content and professional knowledge in authentic school settings under the supervision of licensed educators and college or university faculty. Field-based training may include a variety of experiences in supervised settings—classroom observations, assisting licensed educators in school settings, practica, student teaching and internships—or a combination of experiences under a partner school model.

Endorsement is the designation on a license that the holder is authorized to work in a P12 school in a specific grade or developmental level (e.g., elementary); a subject area (e.g., language arts); a school leader (e.g., principal); or as a special services provider (e.g., speech/language pathologist).

Licensure refers to the system and criteria that authorizes individuals to work in Colorado public schools. The Colorado State Board of Education is the entity authorized to license candidates following recommendation from the Colorado Department of Education.

Educator standards refers to sets of prescribed standards, adopted as rule by State Board of Education, which educator candidates must know and be able to demonstrate.

Licensure Competencies refers to sets of prescribed standards for each endorsement area, adopted as rule by State Board of Education.

Performance-Based Model refers to a system that evaluates an educator preparation unit against the statutory performance criteria in Section 4.00 of this policy and the State Board of Education Educator Standards as well as the licensure competencies by endorsement area. Section 4.00 of this policy specifies the performance criteria that apply to the initial approval or reapproval of educator preparation units. Educator preparation units that fail to meet the performance criteria will not be approved, will be placed on probation, or will be discontinued.

Post-Baccalaureate Educator Preparation is for candidates pursuing initial or advanced non-degree educator preparation who already have an undergraduate degree (e.g. Bachelor of Arts [BA] or Bachelor of Science [BS]).

Graduate Educator Preparation is for candidates pursuing initial or advanced educator preparation that is part of a graduate degree program (e.g., Master of Education [M.Ed.]).

Candidate is a person who is participating in an approved educator preparation program.

4.00 Criteria for Performance-Based Educator Preparation Units or Programs

The Commission shall use performance-based measures specified in section 23-1-121 C.R.S. to review and approve educator preparation units and programs within units, including proposals for new programs. The approved sequence of coursework and field experiences will be evaluated on evidence supporting a performance-based model. Recommendation for approval by the State Board of Education (see 4.06) is a necessary precondition for Commission approval. In its review, the Commission will evaluate whether units requesting educator preparation approval meet criteria described in sections 4.01 through 4.07.

4.01 Public institutions shall ensure that undergraduate educator preparation programs are designed and implemented in accordance with C.R.S.23-1-125, in regards to credit limits, transferability of courses, general education requirements, and competency testing.

4.02 Each program will demonstrate that it has a comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidates academic preparation for entry into

his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators. [23-1-121 (2) (a) C.R.S.].

- 4.03 Each program will demonstrate that it has a comprehensive system that includes ongoing advising and screening of candidates by practicing educators or faculty members [23-1-121 (2) (b) C.R.S.].
- 4.04 Each program will demonstrate that its programs contain course work and field-based training that integrates theory and practice and educates candidates in methodologies, practices, and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado P12 Academic Standards [23-1-121 (2) (c) C.R.S.].
- 4.05 The curriculum of each program will ensure that each teacher candidate in an initial licensure program shall complete a minimum of 800 hours, each principal and administrator candidate shall complete a minimum of 300 hours, and each other advanced degree or add-on endorsement candidate may complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement.
- 4.06 Each unit will document that, prior to graduation, its candidates demonstrate the skills required for licensure, as determined by the State Board of Education [23-1-121 (2) (e) C.R.S.].
- 4.07 Each unit will provide ongoing and comprehensive assessments including the evaluation of each candidate's subject matter and professional knowledge and ability to apply the professional knowledge base [23-1-121 (2) (f) C.R.S.].

5.00 Approval Process for New Educator Preparation Programs

A unit of educator preparation that chooses to offer a new or substantially modified program that leads to licensure by CDE shall submit a proposal to both the Office of Professional Services, Colorado Department of Education (CDE) and the Department of Higher Education (DHE). DHE, in conjunction with the CDE, shall review each program proposal submitted by an institution of higher education. The CDE will first review the proposal for alignment with State Board of Education educator standards and licensure competencies by endorsement area and then submit to DHE its recommendation regarding approval. Program proposals for advanced degrees without licensure shall be submitted to DHE only.

- 5.01 DHE will follow the approval process described in section 4.00 to review educator preparation program proposals.

- 5.02 For programs leading to licensure, CDE is responsible for review and State Board of Education is responsible for approval of the content of each program prior to its consideration for approval by the Commission. The State Board of Education will review the proposal to determine if the program's content is designed and implemented in a manner that is in compliance with section 22-2-109 (5) (a) C.R.S.
- 5.02.01 If the State Board of Education confirms that the content portion of the program is in compliance with its adopted standards, DHE shall review the proposal using the performance-based measures specified in Section 4.00 of this policy and present a recommendation to the Commission.
- 5.02.02 If the State Board of Education does not recommend CCHE consideration because the program content does not meet the SBE standards, CCHE will not take further action to approve the request.

6.00 Reauthorization Process and Site Review of Units of Educator preparation

This section describes the reauthorization process for units of educator preparation.

- 6.01 The reauthorization of educator preparation programs at approved units of educator preparation will be conducted by DHE in collaboration with the Office of Professional Services, Colorado Department of Education (CDE). The process consists of seven steps: (1) scheduling the site visit, (2) institutional submission of evidence supporting the performance criteria, (3) review of submitted evidence prior to the site visit, (4) a site visit by the review team, (5) written notification of approval recommendations to the institutions by the CDE and DHE, (6) an appeals process, and (7) formal action by the SBE and the Commission.
- 6.01.01 DHE and CDE will notify the institution of its upcoming site visit, confirm the dates and provide a description of the materials the institution needs to submit prior to the site visit.
- 6.01.02 The institution will submit materials documenting how its unit and programs meet the criteria specified in Section 4.00.
- 6.01.03 The review team will review the submitted evidence prior to the site visit to identify the unit and programs' strengths and areas for improvement or missing information needed to document the performance criteria defined in this policy.
- 6.01.04 The review team will conduct an on-site review that focuses on the results of the preliminary review and on those performance criteria best evaluated on-site.

6.01.05 DHE and CDE will prepare a written report with recommendations using the findings of the joint review team and formally share a draft report with the unit's administration within 60 days of the site visit.

6.01.05.01 The institution shall note any errors of fact in the report and respond in a rejoinder with any supplemental information requested within 30 days.

6.01.05.02 An institution may submit a rebuttal to the findings or, if necessary, request a second visit to address the findings of the review panel. A final report of the on-site review will be made available reflecting necessary revisions, corrections, areas for improvement, and the results of any second visit.

6.01.05.02.01 The staff will recommend **full approval** of a program or unit that meets the performance criteria adopted by the Commission and the professional content standards adopted by the SBE.

6.01.05.02.02 The staff may recommend **probation for or termination** of a program or unit that does not meet the performance criteria adopted by the Commission or the professional content standards adopted by the SBE.

(a) If the Commission has placed a program or unit on probation based upon the recommendation of the SBE, the Commission shall consult with the SBE in determining whether the program or unit should be reauthorized or whether the program or unit should be terminated.

(b) Any program or unit placed on probation shall not accept new students until DHE recommends that the program or unit be removed from probationary status and the Commission approves. The length of the probationary status shall not exceed one year.

(b.1.) If after one year on probation the program or unit fails to correct any of its areas for improvement with regard to the performance criteria adopted by the Commission or the standards adopted by the SBE, the Commission shall order termination of the program or unit.

- (c) If the Commission determines that a program or unit should be terminated, the program or unit must not accept new students and must terminate within four years of the determination.

6.01.06 Within 30 days of the Commission's action, a governing board may appeal a recommendation of probation or termination of an educator preparation program or unit.

6.01.06.01 To initiate an appeal, the governing board shall submit a written request that identifies the program or unit and cites the reasons why it is contesting the recommendation. This material will be included in the agenda materials for the Commission.

6.01.06.02 The representative of the governing board filing an appeal shall have an opportunity to testify at the Commission meeting at which the site report is presented.

6.01.07 The Commission will act on the educator preparation approval recommendations, including any programs or units that have appealed a staff recommendation. The Commission's action is binding.

6.01.07.01 If the Commission votes to terminate a program or unit, the decision is effective immediately. The institution may not admit, re-admit, or enroll new students effective on the date of the Commission vote.

6.01.07.02 Candidates enrolled in a terminated unit at the time of the Commission action may complete their programs of study under the original graduation requirements. Under state statute, these candidates have a maximum of four years to complete the graduation and licensure requirements.

6.02 Process for Discontinuing a Unit or Program by Institution Decision

6.02.01 Any institution wishing to discontinue an approved educator preparation program must submit notification to DHE in writing indicating the program to be discontinued, the reasons for the decision, and a schedule for ending the program. If students are still completing the program, a plan for moving them to completion of the program or into another degree plan must be described.

6.02.02 The Commission may discontinue any educator preparation program that has not had any candidate successfully graduate during the previous five years [section 23-1-121 (4) (e) C.R.S.]. Enrollment data is collected annually in the Educator Preparation File in the SURDS database. The department reviews

and reports the data and will notify the institution if one or more of their programs has not had a candidate graduate during the previous five years.

7.00 Data Reporting and Accountability

- 7.01 DHE, in consultation with the educator preparation units, will define the necessary data elements required to monitor and evaluate the performance standards defined in statute and CCHE policy.
- 7.02 DHE will collaborate with CDE and the educator preparation unit administrators regarding the information and evaluation methodology used for the annual report to the education committees of the General Assembly.
- 7.03 CCHE will submit the annual report on the performance, quality, and effectiveness of educator preparation units and programs and the effectiveness of the review and approval process to the House and Senate education committees.
- 7.04 For the purposes of completing the report, DHE and CDE shall share any relevant data pursuant to S.B. 11-245.

HISTORY: CCHE Agenda Item II, C – September 8, 2011