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Colorado State University - Fort Collins
Traditional Program

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AY 2013-14

Institution Information

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

Address: 100 Education
 MS 1588
 Fort Collins, CO, 80523

Contact Name: Dr. Donna Cooner
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
 (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education	No
Art	No
Business Administration	No
Counseling	No
Early Childhood Education	No
Family & Consumer Sciences	No
Foreign Language - French	No
Foreign Language - German	No
Foreign Language - Spanish	No
Information Technology Teacher	No

Marketing	No
Mathematics	No
Music	No
Occupational Therapy	No
Science (General)	No
Social Studies	No
Social Work	No
Speech	No
Technology Education	No
Total number of teacher preparation programs: 19	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.stepp.cahs.colostate.edu>

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

Candidates with a cumulative grade point average below 2.75 may be considered for the Alternative Admission Process if they meet all other requirements for admission. Not all applicants are granted admission through the Alternative Admissions Process, and, if admitted, the candidate's progress is monitored carefully to ensure that conditions of admission are continually being met. Currently, there is a less than 40% admittance rate for candidates through the Alternative Admissions Process. All alternative admissions applications are reviewed independently by the Retention and Admissions Committee using the alternative admission rubric. The committee then meets to reach consensus on the applications and letters are sent out to the candidates accepted through the alternative admission process.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

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

3.294

What is the minimum GPA required for completing the program?

2.75

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

3.543

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (**\$205(a)(1)(C)(i)**)

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

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

3.376

What is the minimum GPA required for completing the program?

2.75

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

3.878

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

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

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

Total number of students enrolled in 2013-14:	581
Unduplicated number of males enrolled in 2013-14:	185
Unduplicated number of females enrolled in 2013-14:	396

2013-14	Number enrolled
---------	-----------------

<i>Ethnicity</i>	
Hispanic/Latino of any race:	4
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	14
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	1
White:	519
Two or more races:	10

Section I.d Supervised Clinical Experience

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

Average number of clock hours of supervised clinical experience required prior to student teaching	200
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	221

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area; if no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	35
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	10
Teacher Education - Art	8
Teacher Education - Business	3
Teacher Education - English/Language Arts	33
Teacher Education - Foreign Language	9
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	16
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	26
Teacher Education - Social Science	
Teacher Education - Social Studies	38
Teacher Education - Technical Education	4
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	

Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	

Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	38
Foreign Languages	9
Family and Consumer Sciences/Human Sciences	2
English Language/Literature	33
Philosophy and Religious Studies	
Agriculture	10
Communication or Journalism	
Engineering	4
Biology	
Mathematics and Statistics	16
Physical Sciences	26
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	3
Computer and Information Sciences	
Other Specify: Music = 18; Art = 8; Human Development and Family Studies (ECE) = 35;	61

Section I.f Program Completers

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

2013-14: 202

2012-13: 208

2011-12: 216

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2013-14

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

Yes

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

4

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

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

4

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**S205(a)(1)(A)(ii)**, **S206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2013-14

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

Yes

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

3

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

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

Yes

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

3

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2013-14

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2013-14

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

No

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

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

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

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

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

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

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

All students take EDUC350 in Phase II of the licensure program which includes the following:

COURSE THEMES FOR EDUC 350/386

- Individualization of Instruction: address the intellectual, social, and emotional needs of all students, including students with identified exceptionalities and special needs.
- Differentiation of Instruction: be knowledgeable about learning styles, brain research and multiple intelligence theory to design instruction that will be appropriate for all students
- Adolescent Learners: explore the physiological, cognitive, emotional, social, moral development of young adolescents
- Democratic Teaching and Learning: model democratic principles; understand and respond to public and private influences on schooling.

Course Description: The purpose of this course is to provide integrated theories of learning and teaching through practicum experiences at local junior high schools. Teacher candidates will learn to be responsive to the individual needs of all learners in their classroom. This course provides a basic understanding of the nature of junior high school learners including students with educational disabilities, those who are gifted and talented, and students from culturally, ethnically, economically, and linguistically diverse backgrounds. Teacher candidates will be taught how to adapt instruction, create inclusive classroom learning environments, and teach in a

culturally responsive manner to reach all students.

Knowledge Base: This course is based on the belief that educational theory and field experiences must be integrated in order to prepare the next generation of teachers to meet the needs of students in classrooms today (Clark, Darling-Hammond, Goodlad,). Teacher candidates must engage in guided learning and application of knowledge in order to have access to the wide spectrum of models of instruction and strategies and techniques they might employ in their current and future teaching (Calderhead, Grossman, Knowles & Holt-Reynolds,). The philosophical underpinnings for this course are derived from democratic schooling literature (Apple & Beane, Dewey, Goodlad & McMannon,) and invitational learning framework (Purkey & Novak,). In addition, teacher candidates will study recent writings (Gardner & Lipsky, National State Boards of Education, Tomlinson, Landsman, Turnbull, Turnbull III, Shank & Leal, Winebrenner,) concerning the inclusive school movement. This movement seeks to create new partnerships between general and special educators in order to produce better outcomes for all students. Finally, collaborative practices which build on the expertise, interest, and strengths of all stakeholders in the educational process: students, families, teachers, related service providers, paraprofessionals, and administrators are emphasized (Lee, Snell & Janney, Thousand, Villa, & Nevin,). The vision for the course is best described by Turnbull, Turnbull III, Shank & Leal (1999) when they write, "when principles and values guide teaching techniques and the techniques are at a state-of-the art level, no challenge that students, families, schools or policies present is too daunting" (p. iii).

Course Rationale: The existence of this course is firmly established through a number of local, state, and national standards and beliefs for teacher education. Candidates should note the careful alignment of our unit's beliefs for teacher education, the Colorado State Department of Education Performance-based Teacher Education Standards, the Colorado Commission on Higher Education Performance Indicators, the INTASC (Interstate New Teacher Assessment and Support Consortium standards, and the NCATE (National Council for the Accreditation of Teacher Education) standards. This course addresses, in detail, a portion of the State's eight Performance-based Teacher Education standards and the specific 45 standard elements contained within, while also encompassing state and national standards.

Instructional Methodology: The emphasis in EDUC 350 is on interactive and participatory learning that helps teacher candidates connect educational theory with field experiences. Course instructors will model effective teaching practices by including a wide spectrum of models, strategies and techniques to facilitate learning. Teacher candidates will meet as a group at designated Poudre School District junior high schools, designated as Professional Development Schools.

The EDUC 350 class will be taught by university instructors and school-based personnel (teachers, specialists and administrators). The teacher candidates will then help to deliver individualized instruction to a student and/or small groups of students under the supervision of a mentor teacher. To facilitate the application of theory to practice, EDUC 350/386 is scheduled as a block. Some of the time in each block will be spent working with teachers and students, and some in classroom discussion and activities to connect theory and practice.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
040-AGRICULTR AND RENWBLE NTRL RESOURCES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
040-AGRICULTR AND RENWBLE NTRL RESOURCES Evaluation Systems group of Pearson Other enrolled students	11	240	11	100
040-AGRICULTR AND RENWBLE NTRL RESOURCES Evaluation Systems group of Pearson All program completers, 2013-14	9			
040-AGRICULTR AND RENWBLE NTRL RESOURCES Evaluation Systems group of Pearson All program completers, 2012-13	9			
040-AGRICULTR AND RENWBLE NTRL RESOURCES Evaluation Systems group of Pearson All program completers, 2011-12	10	242	10	100
028-ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	230	8	80
028-ART Evaluation Systems group of Pearson Other enrolled students	10	233	8	80
028-ART Evaluation Systems group of Pearson All program completers, 2013-14	8			
028-ART Evaluation Systems group of Pearson All program completers, 2012-13	16	245	16	100
028-ART Evaluation Systems group of Pearson All program completers, 2011-12	14	244	14	100
034-BUSINESS EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
034-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	3			

034-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	2			
034-BUSINESS EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	2			
002-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	38	239	35	92
002-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	33	249	33	100
002-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2012-13	27	247	27	100
002-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2011-12	20	247	20	100
007-ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
007-ENGLISH Evaluation Systems group of Pearson Other enrolled students	6			
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2013-14	6			
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2012-13	14	243	14	100
007-ENGLISH Evaluation Systems group of Pearson All program completers, 2011-12	9			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) Other enrolled students	5			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2013-14	9			
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2012-13	19	181	19	100
0041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2011-12	30	182	30	100
5041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
5041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) Other enrolled students	2			
5041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2013-14	13	189	13	100
5041-ENGLISH LANGUAGE: LITERATURE AND COMPOSITION (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
076 FAMILY AND CONSUMER STUDIES				

036-FAMILY AND CONSUMER STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
036-FAMILY AND CONSUMER STUDIES Evaluation Systems group of Pearson Other enrolled students	6			
036-FAMILY AND CONSUMER STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	2			
036-FAMILY AND CONSUMER STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	8			
036-FAMILY AND CONSUMER STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	15	259	15	100
008-FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
008-FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
008-FRENCH Evaluation Systems group of Pearson All program completers, 2013-14	1			
008-FRENCH Evaluation Systems group of Pearson All program completers, 2012-13	5			
008-FRENCH Evaluation Systems group of Pearson All program completers, 2011-12	4			
0435-GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
0435-GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
0435-GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	13	172	13	100
0435-GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	175	15	100
0435-GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	17	176	17	100
5435-GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
5435-GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	17	181	17	100
5435-GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	8			
5435-GENERAL SCIENCE: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
010-GERMAN Evaluation Systems group of Pearson All program completers, 2013-14	1			
051-INSTRUCTIONAL TECHNOLOGY Evaluation Systems group of Pearson All program completers, 2011-12	1			
035-MARKETING EDUCATION Evaluation Systems group of Pearson	1			

All program completers, 2011-12				
004-MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
004-MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
004-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	8			
004-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	8			
004-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	11	269	11	100
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	9			
0061-MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	7			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	2			
5061-MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	3			
029-MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
029-MUSIC Evaluation Systems group of Pearson Other enrolled students	12	243	11	92
029-MUSIC Evaluation Systems group of Pearson All program completers, 2013-14	18	252	18	100
029-MUSIC Evaluation Systems group of Pearson All program completers, 2012-13	17	244	17	100
029-MUSIC Evaluation Systems group of Pearson All program completers, 2011-12	20	248	20	100
005-SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
005-SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
005-SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	4			
005-SCIENCE Evaluation Systems group of Pearson All program completers, 2012-13	3			

005-SCIENCE Evaluation Systems group of Pearson All program completers, 2011-12	6			
006-SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
006-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2			
006-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	3			
006-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2012-13	15	252	15	100
006-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2011-12	18	246	18	100
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	4			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8			
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	22	167	22	100
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	23	169	23	100
0081-SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	21	172	21	100
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	8			
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	15	175	15	100
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	9			
5081-SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
009-SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009-SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
009-SPANISH Evaluation Systems group of Pearson All program completers, 2013-14	6			
009-SPANISH Evaluation Systems group of Pearson All program completers, 2012-13	5			
009-SPANISH Evaluation Systems group of Pearson All program completers, 2011-12	5			
019-SPEECH Evaluation Systems group of Pearson Other enrolled students	3			
019-SPEECH	4			

019-SPEECH Evaluation Systems group of Pearson All program completers, 2012-13	3			
037-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
037-TECHNOLOGY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	4			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	188	187	99
All program completers, 2012-13	208	208	100
All program completers, 2011-12	214	214	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

TEAC

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
Yes
- **use technology effectively to collect data to improve teaching and learning**
Yes
- **use technology effectively to manage data to improve teaching and learning**
Yes
- **use technology effectively to analyze data to improve teaching and learning**
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

School of Teacher Education and Principal Preparation (STEPP) technology enhanced curriculum

The following provides information on how we are working within the School of Teacher Education and Principal Preparation (STEPP) program to prepare teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

Integrate technology effectively into curricula and instruction

The use of technology is pervasive throughout the course of study in the STEPP program at Colorado State University (CSU). The first exposure for students is a mandatory two credit course – Educational Technology and Assessment (EDUC331) which occurs in the second phase of the program. This is followed by reinforcement in other courses and culminates in each student's Teacher Work Sample. Over their course of study they create and maintain a standard based electronic portfolio. Evidence to this integration is provided in Appendix A which provides a listing of all technology enhanced assignments throughout the teacher preparation program. Each assignment reinforces and builds upon what they learned in their introductory course Educational Technology and Assessment (EDUC331).

Use technology effectively to collect, manage, and analyze data to improve teaching and learning

Activities in EDUC 331 are specifically designed to help prepare teachers for integrating technology into curricula and to collect, manage, and analyze student data.

Specific assignments focus on the use of spreadsheet mastery. Detailed work is performed on accuracy and efficiency of data collection and entry. Furthermore,

efforts are made to focus on the management of data, including redundancy, and safe storage of electronic information. Significant focus is placed on using formula driven analysis to ensure accuracy of summations and basic statistics. Students are then required to incorporate these analytics into descriptions of how their students are currently performing and then prepare a written plan for how they will help these students to improve their performance on the measures analyzed. In addition, Acuity (www.acuityforschools.com/), an online diagnostic testing application, is introduced allowing teacher candidates to see and assess student readiness for CSAP exams.

Activities in EDUC 331 are focused on three areas: 1) applying technology to delivery of standards based instruction, 2) using technology to increase student achievement, 3) utilizing technology to manage and communicate information, 4) applying technology to data-driven assessments of learning, 4) instruct students in basic technology skills. Students are evaluated on an ongoing basis through authentic learning activities, critical reflection and mastery based models. To achieve mastery students apply similar skills in multiple applications and assignments are reviewed and returned multiple times with suggestions and feedback to ensure mastery.

Students cover a multitude of educational technologies including Microsoft Word and Excel, a variety of Web 2.0 applications, RSS Feeds, web authoring tools, learning management systems and tools, web-based collaboration sites, digital video and assessment tools. These applications are presented and used in ways that demonstrate their use to support teaching and learning. Students also receive instruction on issues related to 'digital learning' including copyright issues and creative commons and the nature of their students based on the concepts of digital natives and digital immigrants.

We strive to integrate the use of technology and assessment throughout the STEPP program. Technical support is available to STEPP faculty to help them envision and implement new technology enhanced lessons. We also maintain a STEPP technology committee that provides support and ideas related to the integration of technology with instruction and assessments. These efforts continue to see the proliferation of these enhancements in all teacher preparation courses including micro-teaching assignments within Instruction I-Individualization/Management (EDUC 350) and Instruction II-Standards and Assessment (EDUC 450).

Universal design:

We plan to form a subcommittee within the STEPP technology committee to address universal design. This subcommittee will conduct a universal-design audit of EDUC331 lessons and activities. Based on the recommendations of that subcommittee we plan modify existing lessons within EDUC331 to not only incorporate these important principles but to model their use for preservice teachers.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In Phase I of the program, students are taught the following:

- understanding the relationship between early language skills and reading and how these impact a student's educational success and experiences
- understanding how a brain comes to be and what impact the information has on students' ability to learn and retain information.
- understanding and recognizing the biological and neurological issues that contribute to the success or challenges in students' abilities to learn, i.e., read/write/speak/listen & engage in all types of learning
- understanding environmental and instructional influences in student learning and applying them to instructional practices
- Ways to work with English Language Learners by adapting instructional strategies, activities and text density.
- Focus on various stages of language development by creating a safe learning environment
- Focus on developing and delivering curriculum that meets the cognitive needs/strengths of ELL learners while negotiating the challenges of keeping the content rigorous and within the language proficiencies of the individual.

In Phase II of the program, Special Education Teachers present on how an IEP is created, and also the process of annual review and tri-annual re-testing to see if they still qualify. All of this cannot be taught without understanding the RtI process since an initial IEP is now created differently than it used to. In a nutshell, here is the content that is specifically taught: Through the RtI process a teacher diagnoses a specific area in which a student may need intervention based on assessment. Through specific progress monitoring with scientific based probes, a teacher can analyze and evaluate whether a student is making adequate growth. We discuss what adequate progress means and what happens after all the interventions have been exhausted. The teacher and anyone else supporting the student goes before the SS team (Student Success Team) and at that point the team will decide if there needs to be more interventions in place, based on the data, or if they will test to place a student on an IEP to receive services from Special Education. It is important to note a student may come to the SST team multiple times for re-evaluation. It is also important to note there has to be significant data that has been collected that shows the child is not making significant growth AND they are 2 or more grade levels behind. Then, and only then, the student is tested in only the areas that were presented in the intervention process. Although a lot of this learning comes from presenters, we also read articles and discuss situations where the students are seeing the RtI process in application during their time in the classroom. In regard to effectively teaching students who are limited English proficient, much of the same teaching approaches are used as listed above. Much like the learning of RtI,

teachers who are instructing in ELA (English Language Acquisition) classrooms specifically working with ELL (English Language Learners) students speak to preservice

teachers. The speaker gives specific examples of best practices when working with students with English as their second language. The instructor demonstrates practices where English and all its complexities are easily transferred. The instructors also gives examples of how learning English can be filtered. Some of the specific approaches that are covered and modeled are teaching with visuals, manipulative, clear objectives and directions, and the teaching/learning process of "hear it, speak it, try it, then apply it". Again, guest speakers come into the classroom as a primary source, but articles and discussion as to where students are seeing these teaching practices in the classroom are debriefed as well. Disabilities that span a wide spectrum are also talked about and discussed, beyond just ELL student and RtI. We grapple with a good majority of disabilities by students conducting a jig-saw model. Each student gets to either choose a disability they would like to research or student can choose a disability because they have a student in their classroom and they want to know more about the disability. During their research, they have to gain an understanding of what the disability entails, and come up with accommodations and/or modifications to support the student in the classroom. Then, all of the student's learned research is compiled into a student reference book that EACH student will have as a reference tool. The learning (assessment) for all of these components are evident in the student's final common assessment for EDUC 350, the Teacher Work Sample. As you can see, there is a very clear scope and sequence in 350 that allows for clear teaching outcomes, but also allows for individualized learning specific to the student's needs.

In Phase III of the program, – in the high school practicum experience – match-up teachers share information needed with our PDS teacher candidates so when they teach their lessons and assist students they can successfully accommodate students with disabilities in the classroom. We have a "legal" session with our EDUC450/486 students in which we discuss 504's and IEP's and our PDS students responsibilities with regard to accommodating students. These issues are later followed up on site with Department Chair persons, and administrators who address teacher responsibilities around working with students who are on an IEP or a Section 504 plan. They describe modifications and accommodations and reinforce teacher responsibility for compliance. Finally, students are required to attend 5 of different "Grand Rounds" that are offered throughout the course of the semester. This is an effort to operationalize the classroom presentations with the application of policy and theory with real kids in real classroom. These "Grand Rounds" include observations, and written reflections of the following "Grand Round" offerings include Special Education classes and ELA Classrooms (English Language Acquisition) In addition, an ELA teacher and ELL students as speakers in class. The ELA teacher discusses the legal responsibilities of teachers and discusses tips/techniques/strategies/methods that work best for Limited English Proficient students.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our program does not prepare Special Education teachers.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Complete Report Card

AY 2013-14