title II | higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

CO | **Colorado College**
Traditional Report AY 2021-22
Colorado

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic year
- IPEDS ID

IPEDS ID

126678

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

14 E Cache La Poudre

CITY

Colorado Springs

STATE

Colorado ▼

ZIP

80903

SALUTATION

Mrs. ▼

FIRST NAME

Debra

LAST NAME

Mortenson

PHONE

(719) 389-6472

EMAIL

dmortenson@coloradocollege.edu

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. **(§205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:

16

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. **(§205(a)(1)(C)(i))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ● Yes
- ○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Successful completion of Teacher Candidate Performance Assessment	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

4. Please provide any additional information about the information provided above:

At the undergraduate level, teacher candidates are required to achieve at least a C on the Teacher Candidate Performance Assessment (TCPA) to be recommended for licensure. However, the internal policy is that clinical supervisors choose to continue working with and mentoring teacher candidates until they demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 students.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

● Yes
○ No

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. If no, leave the table below blank (or **clear responses already entered**) then click save at the bottom of the page.

Element	Admission		Completion	
Transcript	● Yes	○ No	● Yes	○ No
Fingerprint check	● Yes	○ No	● Yes	○ No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No

Element	Admission		Completion	
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: Successful completion of Teacher Candidate Performance Assessment and Mast…	○ Yes	● No	● Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

> 3

4. Please provide any additional information about the information provided above:

If an applicant to the Master of Arts in Teaching program completed undergraduate coursework over 10 years ago, the GPA requirement is not weighed as heavily, as the admission team believes a candidates' ability to complete coursework currently is not necessarily informed by academic performance that long ago. The admission team uses a holistic approach to admissions, identifying and admitting candidates who demonstrate proficiency in their content area, ability to thrive in a rigorous academic program, commitment to K12 education and dispositions of equity, access and inclusivity for all learners in their classroom. The teacher candidates must demonstrate proficiency on all teacher quality standards for new teachers and dispositions for culturally responsive teaching to ensure equitable access to education for all K12 student. The review team uses an assessment tool informed by CO teacher standards, with the addition of specific elements of diversity, equity and inclusion.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	225
Number of clock hours required for student teaching	600

Are there programs in which candidates are the teacher of record?

○ Yes

● No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	0
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	5
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	11
Number of students in supervised clinical experience during this academic year	10

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

Average hours calculated using undergraduate elementary, undergraduate secondary, MAT elementary and MAT secondary. Number of cooperating teachers may be higher than number of students because some students worked with 2 cooperating teacher during their student teaching experience (specifically teacher candidates being licensed K-12). Adjunct faculty are all content experts and either current or former teachers who taught in same content area as the students they are supervising. Starting with the 23-24 AY, the program will be transitioning away from the term supervisor towards field coach, in recognition that the job of the individual guiding clinical experience is more than just supervision, but rather a mentoring and coaching position, guiding the teacher candidate in ways that are collaborative, not just instructive.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Enrolled Student
- Program Completer

Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☑ **Sum(s) do not equal total**

PLEASE PROVIDE AN EXPLANATION:

One student identifies as White and Hispanic

2021-22 Total	
Total Number of Individuals Enrolled	13
Subset of Program Completers	10

Gender	Total Enrolled	Subset of Program Completers
Male	3	3
Female	10	7
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	1	0
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	10	8
Two or more races	2	2
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	1	
Hispanic/Latino of any race	1	1

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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))**

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

If your program has no teachers prepared, check the box above and leave the table below blank (or **clear responses already entered**).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55).

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	
13.1202	**Teacher Education - Elementary Education**	4

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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))**

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Social Justice and policy	1
01	Agriculture	
03	Natural Resources and Conservation	1
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	4
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	
38	Philosophy and Religious Studies	
40	Physical Sciences	
41	Science Technologies/Technicians	
42	Psychology	1
44	Public Administration and Social Service Professions	
45	Social Sciences	
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	2
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	
54	History	

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. **(§205(a)(1)(A)(iii); §206(b))**

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

1. **Program 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
   ○ No

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

   ● Yes
   ○ No

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

   ○ Yes
   ○ No
   ● **Program does not prepare special education teachers**

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   The teacher preparation program at Colorado College has been designed to intentionally ensure our teacher candidates have the skills, resources, dispositions and passion to teach ALL learners. Diversity, equity, inclusion and access are embedded and threaded throughout the entire teacher preparation curriculum. Required courses include Culturally Responsive Teaching and Disciplinary Literacy Methods, Diversity and Equity in Education, Multicultural Education, Teaching Culturally and Linguistically Diverse Learners, Data Driven Assessment for Diverse Learners in the 21st Century and Teachers & Teaching Identities. The last academic years, we have also offered Rural Education, to highlight the unique challenges and strengths' of Colorado's rural communities. These courses emphasize self-reflection, asking teacher candidates to identify their own racial identity and how positionality affects the classroom and environment and learning. These courses challenge our students to think holistically about what a truly inclusive

classroom looks like. You will find the syllabi for these classes attached in Section VII. In each methods course, instructors are intentional about providing context of student learning, including the identified needs of local schools, curriculum and instruction demands. Instructors and supervisors guide intentional reflections and practices to inform inclusive practices for working with diverse learners (race, culture, language, religion, gender, physical disability, neurodivergent, etc) and work to dismantle systemic practices that marginalize and devalue diverse perspectives and experiences. An important new element of the teacher preparation program's curriculum is embedding culturally responsive family, school and community engagement into each course, scaffolding real-world experiences with families in appropriate ways from the very first class through student teaching. Colorado College's teacher preparation program meets the new state requirement of 24 semester hours of coursework and practicum experience specific to working with culturally and linguistically diverse students. Our program prioritizes biography driven pedagogy and a culturally responsive indicator scale to foster dialogue on values, attitudes and praxis in working with diverse student populations.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

We will prepare one math teacher in the 2021-22 year.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

Our teacher preparation program will continue to partner strategically with STEM departments across campus; hosting informational sessions and facilitating dialogue to change the negative messaging about teaching. We often hear STEM faculty telling their students that they "can and should do more than just teach with their degree". We must take the lead in providing a counter-narrative. This spring, multiple first year and sophomore students have indicated a desire to teach math and in our teacher pipeline. I'm hopeful the negative narrative about teaching is changing. This year during the pandemic, teachers demonstrated incredible resiliency, strength and grace. There seems to be a greater respect for the teaching profession than I've seen in many years.

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

Another area of opportunity are potential teacher candidates with interest in multiple content areas... we are seeing a growth in teacher candidates interested in both the natural sciences and performing arts. We are working with our science and music faculty to develop strategic ways for students to attain the content knowledge and teaching knowledge, pedagogy and experience to apply for multiple endorsement areas.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

We plan to prepare one math teacher in the 2022-23 year, who has successfully completed her MAT and teacher licensure and has already secured a teaching position as a middle school math teacher in the school that she completed her student teaching during the 22-23 academic year.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

We have one teacher candidate in the pipeline for 2023-24 who has majored in mathematics as an undergraduate. She plans to pursue initial licensure in elementary to ensure she has foundations in the science of reading and mathematics, but then add middle school math as an added endorsement.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

● Yes
○ No

2. Describe your goal.

The 2021-22 year was the last year of a National Science Foundation grant to support STEM teachers. We had hoped this scholarship would incentivize students to complete the Master of Arts in Teaching program in STEM fields. One student completed initial licensure in secondary mathematics, but zero students completed licensure in secondary science. However, two of our elementary licensed teacher candidates have an undergraduate background in neuroscience and environmental science and have committed to integrating their STEM experience into their elementary classrooms. Both have intention to move to the middle and or/high school levels with additional experience in the classroom.

3. Did your program meet the goal?

● Yes
○ No

4. Description of strategies used to achieve goal, if applicable:

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

Our teacher preparation program will continue to partner strategically with STEM departments across campus; hosting informational sessions and facilitating dialogue to change the negative messaging about teaching. We often hear STEM faculty telling their students that they "can and should do more than just teach with their degree". We must take the lead in providing a counter-narrative. The program will be analyzing courses across the

disciplines, specifically in STEM departments, that correlate to students' interest in education and teaching. Faculty, staff and current teacher candidates will do outreach to students in those classes to be more proactive in recruiting current undergraduates into the licensure programs. This spring, multiple first year and sophomore students have indicated a desire to teach math/science and in our teacher pipeline. I'm hopeful the negative narrative about teaching is changing. This year during the pandemic, teachers demonstrated incredible resiliency, strength and grace. There seems to be a greater respect for the teaching profession than I've seen in many years.

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

○ Yes
● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

The program will prepare three teachers in science in 23-24, two of them as initial licensure and one who will add it as an endorsement to his initial elementary teaching license (he is an environmental science/chemistry major).

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ○ Yes
- ● No

2. Describe your goal.

3. Did your program meet the goal?

- ○ Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

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 teacher preparation 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)(i), §205(a)(1)(A)(ii), §206(a))

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Colorado College does not have a program that is specifically designated as preparation for teaching limited English proficient students. However, CC's program is structured to prepare all teacher candidates to have the skills, resources and dispositions to engage with and instruct all learners (specifically CLD and limited English proficient). The program prioritizes biography driven instruction, valuing all lived experiences (language, cultural, religious, SES) as integral to the learning experience for K12 students.

3. Did your program meet the goal?

- ● Yes
- ○ No

4. Description of strategies used to achieve goal, if applicable:

The course syllabi and Teacher Candidate Performance Assessment provide evidence of the program's dedication to ensuring teacher candidates demonstrate commitment to equitable access for all learners.

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

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Colorado College does not have a program that is specifically designated as preparation for teaching limited English proficient students. However, CC's program is structured to prepare all teacher candidates to have the skills, resources and dispositions to engage with and instruct all learners (specifically CLD and limited English proficient). The program prioritizes biography driven instruction, valuing all lived experiences (language, cultural, religious, SES) as integral to the learning experience for K12 students.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Colorado College does not have a program that is specifically designated as preparation for teaching limited English proficient students. However, CC's program is structured to prepare all teacher candidates to have the skills, resources and dispositions to engage with and instruct all learners (specifically CLD and limited English proficient). The program prioritizes biography driven instruction, valuing all lived experiences (language, cultural, religious, SES) as integral to the learning experience for K12 students.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5135 -ART CONTENT AND ANALYSIS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5903 -ELEM ED 3 SUBJ BUNDLE: MATH SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5905 -ELEM ED 3 SUBJ BUNDLE: SCIENCE SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5904 -ELEM ED 3 SUBJ BUNDLE: SOCIAL STUDIES SUBTEST Educational Testing Service (ETS) All program completers, 2021-22	2			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5003 -ELEM ED MULTI SUBJ MATHEMATICS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5002 -ELEM ED MULTI SUBJ READING LANG ARTS Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5005 -ELEM ED MULTI SUBJ SCIENCES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5004 -ELEM ED MULTI SUBJ SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2019-20	3			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	4			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS5205 -TEACHING READING: ELEMENTARY Educational Testing Service (ETS) All program completers, 2021-22	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. **(§205(a)(1)(B))**

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	9		
All program completers, 2020-21	7		
All program completers, 2019-20	6		
All program completers, combined 3 academic years	22	22	100

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. **(§205(a)(1)(D), §205(a)(1)(E))**

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ⦿ Yes
- ◯ No

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

- ☑ State
- ☐ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ◯ Yes
- ⦿ No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

1. **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. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   ● Yes
   ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   ● Yes
   ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   ● Yes
   ○ No

2. **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.**

   Teacher candidates are required to complete a course called Data Driven Instruction for Diverse Learners in the 21st Century which requires an exploration of a variety of instructional technology tools (e.g., SMART Board; interactive whiteboard; iPad; Kahoot; PollEverywhere; Quizlet; Brain Pop, etc.) to increase student motivation, decrease off-task challenging behaviors, and collect student data (e.g., screen capture; Class DoJo, etc.). The same course also provides elementary and secondary school teachers with a foundation in analyzing and interpreting a variety of data to inform rich and appropriate instruction, extension, and remediation. The goal is for teachers to evaluate varying assessment practices and utilize that information to make appropriate instructional decisions that increase learning for both general and special education students. Additionally, students will learn how to integrate instructional technology methods into their teaching to engage students, increase student motivation, and to collect data to gauge student progress and to inform their teaching practice. Using technology effectively is a critical strategy in ensuring equitable access to learning for all students. Since spring 2020, teacher candidates were forced to utilize technology in new and innovative ways. Literally overnight, teacher candidates had to learn how to effectively utilize the a variety of online developmentally appropriate online tools, platforms and websites, all while ensuring equitable access to learning for students with disparate access and comfort with technology. Exit survey data showed that teacher candidates felt more prepared to utilize educational technology in effective, meaningful and engaging ways than they ever would have imagined. Students enrolled in the Master of Arts in Teaching program also complete an action research project, during which they design a research study focused on practices and strategies that will improve their own teaching. The study requires design, data collection, analysis, and synthesis to further their skills in utilizing data for more effective instruction.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

1. **Provide a description of the activities that prepare general education teachers to:**

   a. **Teach students with disabilities effectively**

   There are two courses offered that prepare K-12 general education teachers to work with students with a variety of disabilities (learning, behavioral and physical) and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices. To supplement the very specific coursework noted above, students also take a class specifically about Classroom Management. The content of this class is intentionally created to support teachers with skills and resources so that all students have equitable access to education. This course examines traditional classroom management organizational procedures as well as Multi-tiered Systems of Support (MTSS), Response to Intervention (RtI), and Positive Behavior Intervention Supports (PBIS). Specific focus will explore and utilize principles of Applied Behavior Analysis (ABA) within applied settings in general education classrooms to address common off-task and challenging behaviors teachers face. Students will research evidence-based classroom behavioral intervention strategies to understand the impact of behavioral principles to make data-based decisions to positively address student behavior. The syllabus is included in Section VII.

   b. **Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.**

   There are two courses offered that prepare K-12 general education teachers the ability work with students with a variety of disabilities and to participate effectively as the member of a student's individualized education program (IEP) team. ED 205 Disability and Society and ED 466/566 Data Driven Instruction for Diverse Learners in the 21st Century require graduate and undergraduate students to analyze the components of high quality IEPs using SMART (specific, measurable, attainable, relevant, and time-bound) indicators with actual IEPs. When IEPs are lacking sufficient Present Level of Academic and Functional Performance (PLAFP) for students and non-SMART IEP goals, students are tasked with re-writing these sections to ensure that a student's right to a Free Appropriate Public Education (FAPE) is not violated. Additionally, students in these courses learn about evidence-based practices and systematic instruction for teaching students with disabilities using differentiated instruction and culturally responsive teaching practices.

   c. **Effectively teach students who are limited English proficient.**

   Six years ago the teacher preparation team revised our curriculum to embed multicultural education practices and culturally responsive pedagogy into every class. The team recognizes the importance of providing teacher candidates with the tools and resources to effectively teach ALL learners. We understand diversity as presenting through race, ethnicity, language, religion, socioeconomic status, physical, emotional and behavioral disability and LGBTQ+ identification, but recognize that English language learners do have unique challenges. Our program also recognizes that having the tools to teach all learners does not automatically equate to the practice. Two Colorado College faculty researched and then created a dispositional index scale that measures individuals' diversity related beliefs, values and attitudes that are critical to multicultural teaching. The Dispositions for Culturally Responsive Teaching Scale measures three domains: dispositions for community, social justice and praxis. This scale is used to guide conversations, reflections and assignments to ensure all students are committed to teaching all diverse learners. In 2019, our program submitted documentation to the state of Colorado to be recognized as a program that provides the new legislatively requirement for 24 semester hours of coursework and practicum experience in working with culturally and linguistically diverse learners. Our program was approved and all graduates from

Colorado College's teacher preparation program meet the state requirement for working with CLD learners.

2. Does your program prepare special education teachers?

○ Yes
● No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act.*

c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Colorado College's teacher preparation programs have been recognized by Colorado Department of Education and Colorado Department of Higher Education as having a strong commitment to diversity, equity, access and anti-racist education, a progressive and inclusive pedagogical approach, comprehensive and genuine care for the students and strong collaborative partnerships with local school districts. The teacher preparation program at Colorado College assumes that the qualities, skills and dispositions necessary for teaching are the same for all educators, so all students take the same foundations and methods coursework as part of the program. Students work with content experts to strategize how their learned knowledge and skills are differentiated for their content area, and complete their student teaching with master teachers in their content area. The teacher preparation program will participate in statewide reauthorization in 23-24, as well as an external review of all education programs offered (educator major, minor, teacher licensure, Master of Arts in Teaching Licensure and Master of Arts in Teaching Dyslexia Specialist) that same academic year. The most recent reauthorization took place in 2017. Colorado College's program prioritizes preparing teachers to value and teach to all diverse experiences, however we also recognize the critical need for more teachers of color. Research is clear that students of color, specifically BIPOC students, benefit profoundly from having even one teacher of color throughout their education. In Spring 2021, Colorado College began a partnership with the Sachs Foundation, a local Colorado Springs organization whose purpose is to identify, financially support and mentor future Black educators. The pipeline teacher development program starts with academic and summer internships, supports completing the Master of Arts in Teaching program and provides 3 years of professional development, mentorship and a stipend for teachers who teach in the Pikes Peak region. Since summer 2021, eight students have benefited from scholarships and $65,000 has been awarded. The first MAT Sachs Fellow graduated in May 2022 and two more MAT's are enrolled in the 22-23 year.

Supporting Files

Teacher Candidate Performance Assessment	
Teaching Culturally and Linguistically Diverse Learners	
Disability & Society	
Critical Pedagogies in Multicultural Education	
Science of Literacy and Linguistics	
Data Driven Instrution for Diverse Learners	
Classroom Management	
Culturally Responsive Dispositions Scale	
CLD Authorization Letter	
Field Coach Job Description	
Culturally Responsive Pedagogy	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Debra Yazulla Mortenson

TITLE:

Director of Teacher Educator Programs

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the** *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual.*

NAME OF REVIEWER:

Tina Valtierra

TITLE:

Chair, Education Department