

**University of Northern Colorado
College of Education and Behavioral Sciences
2007 Annual Report on Student Teacher Preparation**

The purpose of this 2007 UNC College of Education and Behavioral Sciences Annual Student Teacher Preparation Report is to provide current analyses of the various elementary and secondary student teaching experiences and teacher preparation programs.

Student Teacher Preparation

Cooperating teachers who supervise teacher candidates for the Professional Teacher Education Programs (PTEP) at UNC must meet the following criteria:

- Have a current Colorado teaching license;
- Hold a teaching license for the level/discipline(s) in which they are principally assigned;
- Have taught full time for at least 3 years, preferably in the home district;
- Hold a B.A. degree; an M.A. degree is preferred;
- Be recognized by their principals as exceptionally competent or designated as “master” teachers.

A Cooperating Teaching Database is used to monitor and summarize the qualifications of UNC Cooperating Teachers. A Cooperating Teacher Information Questionnaire intended to ascertain information about the qualifications of UNC Cooperating Teachers is mailed to cooperating teachers to be returned with their signed contracts. A copy of the questionnaire and a list of questions that can be studied from the analysis of the questionnaires are included on the following two pages. Full implementation of the Cooperating Teacher (CT) Information Questionnaire and Database occurred fall 2004.

Analysis of the 2006-2007 CT Database demonstrates the high quality of the UNC Cooperating Teachers. Data revealed there were 194 CTs in fall 2006 and 313 CTs in spring 2007. In fall 2006, 99% of the CTs had taught for four or more years with 69% having taught for more than ten years. Ninety-five percent of the CTs had completed more than three years in their present district. Spring 2007 data revealed 98% of the CTs had taught for four or more years with 68% having taught for more than ten years.

**Questions Answered with Data Analysis from
Cooperating Teacher Information Questionnaire**

How many Elementary/Sec CTs are in each district?

Identify names by district

How many Elem./Sec CT have taught three or less years?

Identify names

How many CTs have taught 5, 10, 15, 20, 25, 30, 30+ years?

How many Elem./Sec CTs are board certified?

Identiy names

How many Elem./Sec CT have their first student teacher in last five years?

Identify names

How many CTs are approved by principal or building admin.?

How many Elem./Sec CTs have master's degrees?

How many in each degree area, reading, special education, elementary?

How many Elem/Sec CTs have doctorates? In what areas?

What percentage of CTs have master's degrees from UNC?

What percentage of CT are graduates from UNC?

How many are and who is licensed in each licensure area?

How many are and who is endorsed in each endorsement area?

Are all candidates is being supervised by someone that has a license in the required area?

Are all candidates seeking endorsements being supervised by someone who is endorsed in the appropriate area?

The following information was determined from the analysis of fall 2006 and spring 2007 UNC Cooperating Teacher database:

Fall 2006

1. The range of years of teaching experience of the CTs was 2-38 years.
2. 1.3% of the CTs had completed 1-3 years of teaching; 29.4% had taught 4-9 years; 30.10% had taught 10-19 years; 30.72% had taught 20-29 years; 9.80% had taught over 30 years.
3. 9.20% of the CTs were supervising their first student teacher in the last five years.
4. 34.00% of the CTs were supervising their second student teacher in the last five years.
5. 99% of the CTs were non-probationary teachers.
6. One elementary CT was supervising student teachers during their third year of teaching.
7. 95% of CTs had completed greater than three years in their present district. 5% of the CTs who had worked in their present district for three years or less had an average of 11.4 years of teaching experience in other districts.

Spring 2007

1. The range of years of teaching experience of the CTs was 2-37 years.
2. 2.6% of the CTs had completed 1-3 years of teaching; 29.00% had taught 4-9 years; 37.03% had taught 10-19 years; 27.03% had taught 20-29 years; 4.44% had taught over 30 years.
3. 1.50% of the CTs were supervising their first student teacher in the last five years.
4. 40% of the CTs were supervising their second student teacher in the last five years.
5. 97.80% of the CTs were non-probationary teachers.
6. Three elementary CTs were supervising student teachers during their third year of teaching. One secondary CT was supervising a student teacher during his/her third year of teaching.
7. 89% of CTs had completed greater than three years in their present district. 11% of the CTs who had worked in their present district for three years or less had an average of 10.88 years of teaching experience in other districts.

UNC further ensures all Cooperating Teachers who supervise teacher candidates for the Professional Teacher Education Programs (PTEP) meet the criteria by having both the cooperating teachers and their principals sign a statement verifying they meet the criteria. A copy of this letter is provided on the next page of this report. A teacher beginning her/his third year of teaching is allowed to work as a cooperating teacher occasionally when the principal verifies the teacher is an exceptional teacher, is ready to assume the role of a cooperating teacher and negotiates the placement with the Director of the School of Teacher Education.

UNC – DEPARTMENT OF STUDENT TEACHING
Confirmation of Student Teacher Assignment and Request for Payment Form

Last Name, First Name _____	BEAR Number _____	Semester/Year _____
Licensure Area _____	Credit Hours _____	Assignment Dates _____

Assignment accepted in:

School District _____	School Name _____
Street Address _____	City, State, Zip Code _____
School Phone# _____	School Fax # _____

Principal Name:

_____ Please Print Name	_____ Signature
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By signing, you are verifying that you have approved this assignment. You also verify that the cooperating teacher assigned is licensed/endorsed in the student teacher's subject area and has completed at least three years of full-time teaching.

Please print e-mail address

Cooperating Teacher:

_____ Please Print Name	_____ Signature
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By signing, you are verifying that you are licensed in the area of the student teacher and that you have completed three years of full-time teaching.

_____ Grade Level	_____ Date
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Please print e-mail address

**Please return in the self-addressed stamped envelope
immediately following the placement.**

Additional evidence that the UNC CTs meet a high standard was found also when elementary UNC Consultants (62% response rate) in fall 06 were surveyed about whether the CT was helpful to the student teachers. Eighty-six percent of the UNC consultants agreed and strongly agreed the CT was helpful to the student teachers.

In addition to monitoring the quality of CTs, the College makes the findings available to all stakeholders. The 2006 Annual Report on Student Teaching Preparation was written and posted on the Teacher Quality tab on the CEBS Webpage, along with the 2004 and 2005 Annual Reports. The report summarizes data collected from surveys given to candidates and cooperating teachers at various transition points in the elementary and secondary programs as well as the analysis of the Cooperating Teacher database. The report is available for candidates and faculty at <http://www.unco.edu/cebs/pdfs/2006AnnualReportonStudentTeacherPreparation.pdf> by clicking on Teacher Quality. We believe it is important for candidates, faculty, and school partners to have access to the ongoing annual program evaluations conducted by the teacher education programs.

The elementary program conducted surveys at the end of fall 2006 semester and spring 2007 semester that allowed candidate and cooperating teachers the opportunity to evaluate the student teaching experiences. The instrument is tied to the program standards, which are aligned with the *Performance Standards for Colorado Teachers* and the PTEP Outcomes. Overall, the purpose of the instrument is to gather data from the participants regarding their perceptions of preparedness in the areas of methods of instruction, content, assessment, technology, integration of literacy, integration of mathematics, classroom management & procedures, diversity, professional behavior, and overall satisfaction with their student teaching experience.

Quality of Elementary Student Teaching Experience

The Elementary PTEP surveyed 107 student teachers and 60 surveys were returned for a return rate of 56% in fall 2006. When asked if they were prepared for their student teaching, 85% of the candidates reported being well prepared for their student teaching experience. Ninety percent of the student teachers reported their consultant supervision (faculty or university consultant) and support was helpful throughout the student teaching experience, 75% reported the UNC EDEL 490 instructor supervision (on campus faculty) and support was helpful throughout student teaching, and 65% reported the UNC staff was helpful throughout the student teaching experience. Eighty-one percent of the cooperating teachers answered that they would like to host another teacher candidate.

Cooperating Teacher Survey Analysis

Another indicator that the student teaching experience is well organized and of high quality is the analysis of an opened-ended question on the fall 2006 Cooperating Teacher Survey: 77% of the cooperating teachers (46 of 60 cooperating teachers – 56% return rate) answered they would like to host another teacher candidate. When asked if the university consultant supervision and support were helpful throughout the student teacher, 88% of the cooperating teachers agreed or

strongly agreed that the support was helpful. On the spring 2007 Cooperating Teacher Survey, 81% of the cooperating teachers (79 of 98 cooperating teachers – 62% return rate) answered they would like to host another teacher candidate.

Quality of Secondary Student Teaching

The Secondary PTEP Assessment Committee surveyed candidates in fall 2006 and spring 2007 with the Phase IV- Program Survey. During the fall 2006 semester, 29 secondary student teachers (55% response rate) completed the instrument at the end of their student teaching experience. The spring 2007 survey was made mandatory and was completed by 65 secondary student teachers after completion of student teaching (100% response rate). The instrument is tied to the program standards, which are aligned with the *Performance Standards for Colorado Teachers* and the PTEP Outcomes. Overall, the purpose of the instrument is to gather data from the student teachers regarding their perceptions of preparedness in the areas of methods of instruction, content, assessment, technology, integration of literacy, integration of mathematics, classroom management and procedures, diversity, professional behavior, and overall satisfaction with their student teaching experience. As such, the instrument contains 10 sections with Likert scale items and open ended questions. The Likert scale items provide data related to the student teachers' perceptions of preparedness in the aforementioned areas.

Survey result from fall 2006 reveal 62% of the secondary candidates “agreed” and 31% of the candidates “strongly agreed” that “My student teaching experience this semester has enhanced my preparation as a classroom teacher.” Analysis of the spring 2007 survey reveals that 55% of the secondary candidates “agreed” and 43% of the candidates “strongly agreed” that “My student teaching experience this semester has enhanced my preparation as a classroom teacher.”

Student Teaching Placement

The student teaching placement is arranged by the Student Teacher Placement Administrator in the School for Teacher Education. The student teaching application form clearly states that students may not arrange their own placement. The form can be downloaded from: <http://www.unco.edu/cebs/teachered/forms.html> The following excerpt clearly informs candidates about the importance of not contacting schools about making placements until the placements are arranged by the placement administrator:

- **Do not contact schools or teachers about placement unless specifically authorized by STE.** Do your homework; [research districts](#).
- You will be notified through “Bearmail” when your assignment has been confirmed. Once you receive written confirmation, you should immediately contact the school and arrange to meet your cooperating teacher and the building administrator. **You may not contact a prospective cooperating teacher before placement is confirmed.**

The student teaching application form is common to all PTEP's and the same information is conveyed to them at the application meeting held one semester before student teacher placements. Exceptions, however, are made for students who want to student teach out of state or in outlying districts.

Proposed Changes in Elementary Program

The 2006-2007 IDLA/Elementary PTEP Council convened by the Provost agreed that the elementary candidates should have a full sixteen week student teaching experience that begins at the beginning of the semester (rather than the current model that requires candidates to enter their field experiences five weeks into the semester). The Council also agreed that one of the candidates' early field experiences should have a required "First Days of School" component during which time candidates will work with teachers while teachers are preparing for and beginning the school year in the fall and with students as the new school year is started. In fall 2006, the faculty voted to begin redesigning the elementary program to include the extended student teaching in fall 2008 and will continue to collaborate on the "First Days of School" component during the 2007-2008 academic year. Another major redesign component under consideration is discontinuing the ten-week Block I Student Teacher experience that requires six-week of methods courses on campus before entering the field experience one-third way into the semester. Faculty are proposing that methods courses be taught across the semester, assuring candidates would enter their field experiences at the beginning of the semester so they can learn from being present in the schools for the entire semester.

Candidate Preparation for the Diversity of Students and Learning needs Candidates Face in the Classroom.

The UNC teacher education programs are intentional in preparing candidates to work with the diversity of students they experience in schools. The first program goal is to help candidates become aware of the attitudes that they bring into the classrooms, and hopefully, move them along so they become not only accepting but appreciative of all student's families and backgrounds. We do this through exposing them to readings that require them to reflect and evaluate their attitudes and the attitudes of others, discussion, guest speakers, and videos. We also expose them to many different students throughout the course of the program and think together about the challenges they faced and how their attitudes have changed or remained the same. Candidates in the classes who are bilingual, represent diverse cultures, and/or have expertise in teaching ELL learners share their experiences and ideas as well.

The Elementary IDLA-PTEP Council recommended to the provost in spring 2007 that a new course for teaching English Language Learners be designed and implemented in the elementary program. The provost accepted this recommendation and awarded faculty resources to accomplish the goal of having candidates better understand their own attitudes about schools where a growing number of students do not speak English and to become skilled in strategies for teaching English Language Learners. We are hopeful this course will be implemented in fall 2008.

The second program goal is to provide candidates with the skills and knowledge necessary to help all students learn, treat all students fairly, and design and implement a curriculum that is culturally sensitive, authentic, integrated and developmentally appropriate. In order to accomplish these goals, our candidates must demonstrate proficiency in the following:

- Assess each student to determine strengths and needs
- Write lesson plans with adaptations for individual students
- Structure a variety of strategies for teaching content information to all learners

- Evaluate writing and oral language skills with knowledge of how ELL learners acquire language
- Design learning activities with ELL students in mind
- Design open-ended activities so each student can be successful
- Select materials that are authentic and not biased
- Develop curriculum that is integrated and approaches diversity in natural ways such as through children's and adolescent literature
- Learn strategies for talking with students about individual differences
- Begin to start understanding families and their interests, needs, and backgrounds.

The third program goal is for candidates to be provided with at least two different opportunities to experience students in public schools. During an early field experience in the elementary program, candidates go to a school in a primary or intermediate grade. During student teaching, the same candidates go to another school and often times are in a different grade level and community. Attempts are made to assure the populations will be somewhat different from placement to placement, and the grade levels varied enough where candidates experience students of a wide variety of developmental levels in two school settings.

Field Experiences in Diverse Settings

The elementary program requires all candidates in the program to complete an early field-based service learning project (EDEL 360) that takes place in a richly diverse partner school. The Greeley schools involved in the early field project are 'low' performing." Approximately 200-250 candidates complete this experience each year. During this pre-rotation, candidates are required to provide approximately 30 hours of literacy tutoring to an elementary student experiencing difficulty with reading and writing in a Title I or low performing elementary school. Working under the guidance of university faculty and partner school Teachers on Special Assignment, the candidates gain valuable experience assisting the individual literacy and learning needs of students from linguistically, culturally, and economically diverse families.

The secondary and K-12 programs have partnerships with ten high schools and middle schools within a reasonable driving distance from Greeley. Many early and advanced field placements occur in schools that are Title I or low performing; some teacher candidates are placed in such schools for student teaching. To maximize the placements of our candidates in diverse school settings, we recently elected to begin a new partnership at Northridge High School in Greeley. This is a "low" performing high school with 40.9% of the student population on free and reduced lunch. However, when the social-economic status of the student population is used to determine diversity, the majority of the secondary/K-12 students have a pre-rotation in an economically diverse school setting. The percent of students on free and reduced lunch in five of the partner schools ranges from 22.3%-41%.

Also in the secondary and K-12 programs, the pre-rotation experience designed and implemented in spring 2006 to ensure a quality experience for the secondary/K-12 candidates in a low performing school was continued in fall 2006 and spring 2007. Twenty-five to thirty percent of the secondary and K-12 candidates engaged in a Gear Up project with seventh graders at Franklin Middle School, a low performing middle school in Greeley during the academic year.

The goal of the Gear Up Project (a federally funded pre-collegiate program) is to provide under-represented and under-achieving students the opportunity to acquire skills, encouragement, and preparation needed to pursue a college education. The College of Education and Behavioral Sciences provided \$12,700.00 in-kind funds to support the Gear Up Project in fall 2006. The Colorado Department of Education put Weld School District Six on academic watch in fall 2005. Implementation of new regulations and curriculum significantly impacted the UNC Gear Up Project and candidates were not allowed to work with the Gear Up students in spring 2007. However, our candidates did work with other academically-challenged students in the school. This project was discontinued at the end of the end of spring 2007 until we are better able to align the university curriculum of the content area literacy course with the curriculum and requirements of the school district.

As a part of the Gear Up project UNC Secondary/K-12 teacher candidates registered in EDRD 340, a content-area reading class required for licensure. The content-area reading course is taught at the middle school and the UNC candidates tutor the selected seventh graders during the class. The UNC students provided a tutoring lesson two days a week on reading and writing in the content area. The university instructor and the Gear Up on-site coordinator observed the tutoring sessions and gave feedback to the tutors. The UNC tutors also acted as mentors in discussing college life and encouraging the students to continue their education beyond high school.

Performance-Based Diversity Standard

An important component that demonstrates our commitment to diversity is the fact that the UNC faculty chose to add a diversity standard to the Performance-Based Standards for Colorado Teachers. This diversity standard is met through coursework and through field experiences. Faculty members in elementary, secondary, and K-12 teacher preparation programs have developed matrices and rubrics that assess student progress toward and attainment of the elements of this standard. All candidates must demonstrate a proficient level on the diversity standard in order to be graduated and recommended for licensure.

Analysis of Diversity Items on the Teacher Candidate Surveys

Elementary Program

The Elementary Professional Teacher Education Program conducted surveys at the end of fall 06 semester and at the end of the 2007 spring semester asking candidates and cooperating teachers to evaluate the candidates' preparation for working with the diversity of students and learning needs the candidates face in the classroom. Of the elementary candidates surveyed in fall 2006 about their preparation to teach English language learners, 80% of the candidates responded they were "well prepared" or "very well prepared" and 83% of the cooperating teachers responded that the candidates were "well prepared" or "very well prepared" in their preparation to teach English language learners. Furthermore, when teacher candidates were asked if they were prepared to work with families of diverse ethnicities, 90% of the candidates responded they were "well prepared" or "very well prepared" and 83% of the candidates' cooperating teachers responded the candidates were "well prepared" or "very well prepared" to work with families of diverse ethnicities.

Secondary Program

Analysis of the results of the Secondary Phase IV – Program Survey in fall 2006 completed by the Secondary PTEP Assessment Committee showed that 28% of the candidates felt they were “very well prepared” and 45% felt “well prepared” to identify the different aspects of diversity within the classroom. When secondary candidates were asked how well prepared they were to implement strategies to address the diversity of the classroom, 21% reported being “well prepared” and 48% felt “prepared.” In spring 2007 38% of the candidates felt they were “very well prepared” and 42% felt “well prepared” to identify the different aspects of diversity within the classroom. When secondary candidates were asked how well prepared they were to implement strategies to address the diversity of the classroom, 39%% reported being “well prepared” and 34% felt “prepared.” The results suggest secondary candidates can apply their knowledge of and skills for working with diverse

UNC’s MENTORING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR NEW AND EXPERIENCED TEACHERS

The work of the UNC Teacher Education Programs does not end when our candidates are graduated. We offer a vast array of graduate programs where candidates can advance their knowledge and skills. In addition, teacher education faculty are extensively involved in providing mentoring and professional development opportunities for new and experienced educators. Only a few examples of this work are offered as evidence in this report.

Professional Development in Math and Science

UNC and the College of Education and Behavioral Sciences continue to work to meet the needs of the State of Colorado and nation for well-trained professionals. UNC not only prepares an array of education professionals at both the undergraduate and graduate levels but is committed to providing continued professional development opportunities to educators throughout their careers.

The UNC Mathematics and Science Teaching (MAST) Institute supports pre-service, in-service and professional development of mathematics and science teachers through a number of federal and state grant initiatives designed to increase teacher preparedness, leadership and content knowledge. The MAST Institute’s Center for Learning and Teaching in the West (CLT-W) in collaboration with Colorado State University, Montana State University, the University of Montana, and Portland State University developed a series of on-line graduate courses for K-12 educators and doctoral students, and a research agenda focusing on ways to teach to a diverse student body. UNC continues to offer a graduate level on line course, Cognition and Instruction, to graduate students in this program, and doctoral students at UNC continue to take on line courses from the other universities in the Center.

Through a state MSP program, MAST has partnered with Colorado State University and school districts in NE Colorado to develop the High Plains Mathematics and Science Partnership. This partnership developed a MA in Natural Sciences and MA in Middle School Mathematics at UNC

for teachers aimed at increasing content knowledge and pedagogical content knowledge in response to No Child Left Behind. The MA degrees at UNC are at full force and science and math teachers are participating in on line and face to face courses.

Through the NSF funded GK-12 program, MAST has partnered with Colorado State University to provide K-12 teachers in the Poudre R1 and Greeley/Evans District 6 school districts with research internships and courses aimed at increasing content knowledge. The program also allows graduate students in science and mathematics opportunities to work with teachers in their K-12 classrooms.

The MAST Institute continues its partnership with Greeley/Evans School District 6 (SD6) through the Northern Colorado Coordinated Education Framework for Mathematics, Science, and Literacy. This partnership has developed a systemic framework with a common, proactive agenda that addresses changing needs in P-20 science and math education. This work has allowed UNC science and math faculty and graduate students to work side by side with master elementary teachers in SD6 to provide math and science professional development sessions each year to over 400 SD6 elementary teachers. Sessions focus on the inquiry process, FOSS (science curriculum), Investigations (math curriculum), and the power of the notebook in math and science classrooms. The goal of these sessions is to help teachers teach science and math well. Funding from Intel Corporation and the MAST Institute provided support for the 2006-07 school year activities. The 2007-08 elementary math and science professional development sessions continue and Agilent has supported these activities. A second initiative has begun within this partnership. Science and math faculty and staff of UNC and SD6 administration are developing and delivering a three-year middle school professional development program in SD6. UNC and SD6 members are providing math and science content and pedagogical sessions to 6, 7, and 8th grade teachers. Funding for this program comes from Colorado Department of Education's Mathematics and Science Partnership program.

The High Plains Mathematics and Science Partnership has the goal of increasing secondary teacher content knowledge to support NCLB highly qualified status in mathematics and science through graduate education and is specifically targeted mostly at middle level teachers. The program has supported the development of two interdisciplinary programs: a Master's Degree in Natural Science (jointly with CSU) and an MA in middle level mathematics teaching.

Professional Development of Principals and Teacher Leaders

The Tointon Institute for Educational Change has been providing high quality leadership training to K-12 administrators from around the state since 1995. The goal of this enormously successful program is to increase the effectiveness of school leaders so that overall student achievement will be increased. Participants in this program are given an opportunity to learn from many of the state's premier practicing educators and staff developers and to network with colleagues from districts across Colorado. Since its inception, the Tointon Institute has worked with more than 735 principals in Colorado and 92 school teams with a total of 675 teacher leaders.

All leadership academies are residential, four days for the School and Teacher Leadership Academy and five days for the Principal Leadership Academy, and are held in resort locations in Colorado allowing the members in attendance to concentrate on the curriculum rather than daily routine. Sessions are intense and days are full, but the participants unanimously approve of the rigorous schedule. The program director and staff also provide ongoing support for academy participants in the years following their attendance.

Professional Development in Educational Leadership and Special Education for Native Americans

The College of Education and Behavioral Sciences is also advancing the recruitment and graduation of Native American teachers in educational leadership through the new Native American Innovative Leadership Project (NAIL). The University of Northern Colorado was awarded a grant through the Office of Indian Education (OIE) in summer 2005 designed for 35 Native American teachers from any tribe who wish to advance their career in leadership. The program will enable future leaders to address the critical needs of students in schools with large populations of Native American students.

The NAIL project also aims to increase the supply of Native American educational leaders using distance learning technology and varied site-based activities for certification as a special education director and school principal. Participants form two cohort groups of 15-20 students with a possible goal of 40 graduate administrator trainees. This project will use online hybrid content delivery methods drawn from the School of Educational Research, Leadership, and Technology and the School of Special Education. The second cohort began classes spring 2007.

Professional Development for Special Educators

Special education teachers also receive mentoring and support through the National Center on Low-Incidence Disabilities. This center provides on-line information regarding current research and best practices for work with children disabilities. The center also organizes an annual conference.

Special educators are also supported by the Bresnahan Center seminars and intensive workshops organized annually in July. Teachers attend these workshops to learn about current research and best practices on focused special education topics.

Professional Development for Literacy/Reading Teachers

For the past three years, UNC has sponsored a “Rocky Mountain Children’s Literature” conference. This conference affords professional development opportunities in the area of reading and children’s literature to teachers from across the state.

Professional Development for History Teachers

Through a continuing partnership, UNC and Greeley-Evans School District 6 are collaborating on a \$982,320 history grant from the U.S. Department of Education. The Teaching American History discretionary grant supports three-year projects aimed at improving student achievement

in history by providing teachers with ongoing and intensive professional development opportunities to enhance their understanding and appreciation of traditional American history. District 6 will coordinate with five other school districts in Colorado in collaboration with UNC's School of History, Philosophy and Political Science, which will develop and offer 10 days of professional development for teachers each year through 2009. Beginning fall 2006, 40 elementary, middle and high school history teachers from District 6, Montezuma-Cortez Re-1, Estes Park R-3, Frenchman Re-3 (Fleming), Adams County 14 (Commerce City) and Sierra Grande R-30 (Blanca) took part in the program. The program will include workshops, field trips, participation in national and state historical organizations and mentoring.

INSTITUTIONAL COMMITMENT TO THE STATE'S HIGHER EDUCATION PRIORITIES

UNC's programs for education professionals are particularly successful in responding to the higher education priorities identified by the state. These priorities include but are not limited to P-20 initiatives, investment in the development and delivery of teacher preparation for urban environments, secondary math and science, special education, elementary education and ESL licensure areas.

Special Education

The School of Special Education provides extensive preparation in the following programs: B.A. Special Education (Generalist Teacher), M.A. Special Education: Generalist Teacher, Special Education: Gifted and Talented Specialist, M.A. Special Education: Specialist Teacher, Post Master's Licensure Special Education: Administration, and Ed.D. Special Education. M.A., Special Education: Early Childhood Special Education Specialist, M.A. Special Education: Visually Impaired Specialist, M.A. and Special Education: Deaf Hard of Hearing Specialist, M.A. The last three programs are offered entirely in an on-line format.

The Special Education B.A. with an emphasis in Special Education K-12 Teaching is fully implemented and will help address the shortage of special educators in the state and nation. This on-campus program enrolls approximately 180 students. A new Special Education initiative will deliver the Special Education Generalist B.A. at the UNC Lowry Center as authorized by CCHE. The four-year program began fall 2007 and involves para-educators in receiving a Special Education undergraduate degree and endorsement. The para-educators will work in schools in a paid position during the morning and attend university courses in the afternoon. This initiative is further investment in the higher education priorities identified by the state.

The UNC National Center on Severe and Sensory Disabilities (formerly the National Center on Low-Incidence Disabilities) continues to provide fast and accurate information to schools and parents about children who are deaf or hard of hearing, blind or visually impaired, or have severe disabilities. The Center provides a Master's Degree in these areas through a virtual campus. In addition, in-service and pre-service teachers can take professional development modules on topics related to low-incidence disabilities.

The Distance Opportunity Interpreter Training (DO IT) program is now an integral part of the Greeley campus, with a satellite office on the UNC Lowry Campus. Recognizing the right of deaf and hard-of-hearing individuals to equal communication access, this Center designs and delivers quality education for Sign Language Interpreters. Sign language interpreters are acknowledged to be critical communication links between deaf, hard of hearing, deaf/blind, and hearing individuals in terms of accessing various communication events. The critical shortage of qualified interpreters, particularly in rural areas of the nation, is equally recognized.

Linguistically Diverse Education Endorsement

Addressing the need of providing more ESL endorsed teachers is a focus of a major grant awarded to the College of Education and Behavioral Scientists. A Title III Grant awarded to the Linguistically Diverse Education Program, was funded through summer 2007, and was written in collaboration with District 6, Centennial BOCES, and Poudre School District. Teachers in middle and secondary schools from those districts are given priority to get the funding for the ESL or Bilingual Endorsement program.

Teachers for Urban Settings

A shortage of urban teachers is continuing to be addressed by the UNC's Center for Urban Education. The program gives teacher's aides, mostly from Denver Public Schools, the opportunity to take intensive, accelerated coursework on their way to teacher licensure. The teachers train especially to work in elementary schools in urban areas. The Center graduated its first cohort in spring 2004. Not only does The Center for Urban Education provide opportunities for diverse field experiences, but the program recruits a diverse candidate population with nearly 50% of the candidates from under-represented populations.

In addition to the Center for Urban Education, UNC makes the Post Baccalaureate initial elementary licensure program available at the UNC Lowry Center. The program is for graduate students who have a bachelor's degree in any area. Many candidates in the program are mid-career professionals who are committed to working in an urban setting. The program satisfies half of the requirements for a master's degree in elementary education.

Innovative Student Teaching Internships

The College is also developing a partnership with the Denver Public School District and Poudre School District to provide internships to student teachers in shortage teaching areas (math, science, special education) who are at an advanced level of independence in their preparation. The university collaborates with the school district in providing more intensive supervision of individuals completing these internships to ensure the success of the candidate and academic achievement in the classroom.

Concluding Comments

This report documents how the University of Northern Colorado and the College of Education and Behavioral Sciences have continued to ensure that we prepare high quality teachers who meet the needs of the state of Colorado. We also address issues identified by the Colorado Commission on Higher Education after the 2002 authorization by engaging in ongoing accountability processes. Further, we continued our work this year to implement the components of the Performance Contract relevant to teacher preparation. The second Performance Contract Report was sent to the Commission in summer 2007. The faculty and administrators in the teacher education programs strive to meet the specified performance criteria required to qualify teacher candidates for state licensure. All teacher education programs are committed to the mission of developing education professionals with the skills, knowledge, and dispositions necessary to work effectively as teachers and leaders in the classroom and in society.