

**UNIVERSITY OF NORTHERN COLORADO
CDHE PERFORMANCE CONTRACT
TEACHER EDUCATION 2006-2007 ANNUAL REPORT**

This College of Education and Behavioral Sciences (CEBS) report provides information and documentation that ensures the UNC teacher education program meets the Teacher Education Standards as outlined under “Goal #4: Teacher Education” in the Department of Higher Education Performance Contract created by the Department of Higher Education and the University of Northern Colorado and signed on February 11, 2005. This annual report on the Teacher Education Program is for the reporting period of July 2006 – June 2007. Much of the narrative of this report is similar to last’s year because there have been no major changes in our programs related to the way we are meeting the standards. Updated information and data are provided as appropriate. As per the 2005 CDHE Performance Contract Reporting Guidelines, the supporting data and documents (Appendixes A-E, pp. 14-212) cited in the report are retained in the CEBS Dean’s Office and are available upon request.

Goal #4 - Section 1: Teacher Education Program

1.3. By July 1, 2006, the Governing Board shall ensure that its teacher education program meets the following standards:

1.3 (a- part 1) Candidates receive instruction on teaching diverse student populations.

In the Professional Teacher Education Programs (PTEP) the topic of diversity and how to teach diverse student populations is threaded through the following courses and field experiences that are required of all teacher candidates (Syllabi with highlighted sections related to teaching diverse student populations are in Appendix A.):

EDF 366 Conceptions of Schooling (all teacher education candidates)—coverage of school and society and teaching in a multicultural/diverse context.

EDSE 430 Exceptional Student in the Elementary Classroom; EDSE 360 Adaptation, Modification, and Integration of Curriculum for the Secondary Exceptional Learner; and EDSE 433 Exceptional Students in the Regular Classroom—courses focus on working with students with special needs. EDSE 460 Culturally and Linguistically Diverse Students with Disabilities - all Special Education Generalist candidates learn instructional and assessment practices for language and cultural variables in students with disabilities.

EDEL 360 Service Learning and Literacy Tutoring Experience; EDEL 460 Integrated Methods I: Reading, Language Arts, Science and Health; EDEL 470 Effective Instruction in Elementary School Mathematics (all elementary licensure candidates) and EDRD 340 Developing Language and Literacy in the Content Areas (all secondary and K-12 candidates)—topics include stages of second language acquisition as well as learning and implementing strategies for assisting English Language Learners (ELL) in the development of background knowledge, vocabulary, and comprehension.

PSY 347 Educational Psychology for Elementary Teachers and PSY 349 Educational Psychology for Secondary/K-12 Teachers—instruction and application of knowledge about individual differences in learning; gender differences, group differences by ethnicity and SES; diversity and equity issues in testing.

The secondary and K-12 programs afford teacher candidates the opportunity to attend a series of specialty seminars. These seminars address topics relevant to diversity (e.g., ESL, differential instruction, teaching at-risk students, and special education).

In addition, the UNC teacher education program has a performance-based standard for diversity. UNC was the first education program in the state to implement such a standard. The standard requires candidates to demonstrate proficiency in the following elements: recognize and understand how students differ from one another; create an environment that allows for diversity by providing appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives; and select materials that meet the needs of a variety of learners. The candidates are evaluated on the diversity standard by university faculty, consultants, and cooperating teachers during the candidates' field and student teaching experiences. Also, candidates must document their proficiency in diversity by entering two representative artifacts in their faculty-evaluated portfolios. The evaluation instruments used to evaluate teacher candidate proficiency in the diversity standard are at the end of Appendix A.

The 2006 and 2007 UNC 1st and 2nd year teacher survey sent to over 1,000 graduates asked elementary teachers from UNC to rate their preparation on several teaching domains, including preparation for working with diverse learners. The graduates rate their preparation “adequate” or better in ability to: understand students' diverse ethnic and cultural backgrounds; provide appropriate learning opportunities for individuals with diverse backgrounds, experiences, abilities, values, and perspectives; work with parents of diverse backgrounds, languages, cultures, abilities, values, and perspectives; and incorporate issues of diversity into lesson plans and instruction. The following chart displays graduates' ratings for the last two years on a 4-point Likert scale where ratings of 2.5 and higher are considered “adequately prepared.”

**2006 and 2007 UNC First and Second Year Elementary Teacher Survey
Preparation in Diversity
Mean of 2.5 is Equal to “Adequately Prepared”**

Teaching Component	Center for Urban Education-Denver		On-Campus Program-Greeley		Post Bac Program Greeley & Lowry		Seniors – All Programs	
	2006	2007	2006	2007	2006	2007	2006	Not Surveyed
Diversity	2.9	3.6	2.4	2.7	2.4	2.1	2.9	n/a

Although candidates rated their preparation “adequate” in the area of diversity, the elementary faculty and a 15-member cross-disciplinary council (charged by the Provost with assuring the elementary program is a nationally recognized model) made recommendations for changing the program. The elementary faculty decided in fall 2006 to move to a full 16-week student teaching experience rather than two 10-week experiences. The rationale for the change is to provide the candidates with a more in-depth experience in a school, to develop stronger relationships with students and parents, and to provide more in-depth coaching by professionals in one setting. The council met bi-monthly during spring 2007 and sent recommendations and rationale to the Provost for three new courses. The Provost approved three new faculty lines to be phased in over the next three years to provide better preparation for working with English language learners, teaching writing, and integrating art, music, and physical education in content areas. The faculty predict the new course in ELL will help candidates feel even more prepared to work with diverse learners. The syllabus for this course is provided in Appendix E.

1.3 (a-part 2) Candidates, through required pre-rotation or student teaching experience – spend time in a Title I or low performing or unsatisfactory schools with an improving or stable rating based upon the results of the previous year’s School Accountability Report by the CDE.

UNC has worked for the past fifteen years to develop and sustain university partnerships with public elementary, secondary, and middle schools. There are currently nearly fifty elementary, middle and high schools associated with the elementary and secondary/K-12 programs where candidates are placed for various phases of their education. These partnerships take time to create and continued effort to sustain; we have strong obligations and commitments to all of these schools. These schools are quite unique in the economic, cultural, ethnic, and linguistic diversity they represent. All candidates are placed in more than one school during their preparation and the program is working to ensure all candidates have a pre-rotation experience in diverse settings, including to the extent possible well-structured experiences in Title I or “low/unsatisfactory, but stable/improving” performing schools.

The elementary program has required 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 for the last six years. The Greeley schools involved in the early field project are ‘low’ performing, and include East Memorial, Jackson, Jefferson, Ann Heiman, Madison, Billie Martinez, and Dos Rios Elementary schools. 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 children 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 elected to begin a new partnership at Northridge High School in Greeley in 2006. 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, 57% 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%. Our partnership at Northridge continues to grow with an increasing number of candidates interacting at this diverse school.

The pre-rotation experience that places approximately 50% of the secondary/K-12 candidates in a low performing school continued during the 2006-2007 academic year. Again this year, secondary candidates engaged in a new Gear Up project with seventh graders at Franklin Middle School, a low performing middle school in Greeley. 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 approximately \$9,000.00 in-kind funds to support this year-long project.

As a part of the Gear Up project UNC Secondary/K-12 teacher candidates register 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 selected seventh graders for 40 minutes during the class. The project involved working with 21 Gear Up students who were partially proficient on the CSAP and were targeted for the project in 2006. The UNC tutors 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. UNC is currently redesigning the EDRD 340 course so that all candidates will have this experience of working with struggling readers in high need schools. The reading and secondary faculty members are working with districts in the design of the new field experience; it is anticipated this new field experience will be implemented in spring 2008.

1.3 (b) Candidates have not less than 400 hours of each teacher candidate's 800-hour field experience shall be spent student teaching.

All candidates have a student teaching experience that is at least 400 hours. The Secondary, K-12, and Special Education programs require a full semester of student teaching ranging from 600 to 645 hours. The Elementary program requires an initial Block I Student Teaching experience that is a 400-hour experience and the final Block II Student Teaching experience is eleven weeks or 440 hours.

1.3 (c) Received instruction on the comprehension, diagnosis, interpretation and effective use of student assessment data, especially data from the Colorado Student Assessment Program (CSAP) Scores.

Candidates are introduced to the comprehension, diagnosis, interpretation and effective use of student assessment in the PSY 347 and PSY 349 courses (syllabi displayed in Appendix B) in educational psychology. Topics include learning basic concepts of educational and psychological assessments, selecting and developing classroom assessment strategies, summarizing student achievement, and understanding and using standardized tests. Power Point files containing the overhead slides from one of the texts used in these classes can be found at http://college.hmco.com/education/snowman/psych_app/11e/students/course/powerpoint/index.html. The overview of Chapters 14 and 15 provide the content candidates learn related to assessment. In addition, the candidates apply their understanding by creating lesson and assessment plans for individual and group differences and by stating how their assessment plans reflect sound reliability, standardization, and validity.

During the required Content-area Reading and Writing course (EDRD 340) for Secondary and K-12 candidates, middle school or high school classroom teachers present CSAP data during guest lectures and demonstrate how content area teachers use and interpret reading and writing scores from the CSAP to guide reading and writing instruction in the content areas. The faculty members who teach this course are developing CSAP case studies that can be used for classroom analysis and problem solving beginning fall 2006. The EDRD 340 syllabus is displayed in Appendix B.

Both the Elementary and Secondary/K-12 programs require candidates to be exposed to CSAP scores during their field components. In the Elementary Program, the CSAP scores are a part in the Body of Evidence for documenting students' progress as required by the Colorado Basic Literacy Act. Teacher candidates in Block I work with the classroom teachers to interpret CSAP results as well as classroom assessments for reading and writing (Block I) and reading, writing and math (Block II). The EDEL 460 and EDEL 480 syllabi documenting these requirements are displayed in Appendix B.

In the Secondary/K-12 programs, teacher candidates complete an initial work sample in the content methods course that focuses, in part, on the integration of student assessment data. During the student teaching component of the program, candidates are assessed by

the cooperating teacher on the use of assessment data, inclusive of CSAP data, in the design and delivery of instruction. The assessment instrument used by the cooperating teachers is in Appendix B.

The 2006 and 2007 UNC 1st and 2nd year teacher survey sent to over 1,000 graduates asked elementary teachers from UNC to rate their preparation on a variety of teaching domains, including preparation for working with assessment. The graduates rated their preparation “adequate” on the 2006 and 2007 surveys in ability to: effectively develop assessment tools; use informal assessment (such as observation, rubrics, etc.) strategies to address student needs; modify instructional plans based on assessment results; provide feedback to enhance student learning; and use formal assessment strategies (especially CSAP) to address student needs. The following chart displays graduates’ ratings for the last two years on a 4-point Likert scale where ratings of 2.5 and higher are considered “adequately prepared.”

**2006 and 2007 UNC First and Second Year Elementary Teacher Survey
Preparation in Assessment
Mean of 2.5 is Equal to “Adequately Prepared”**

Teaching Component	Center for Urban Education-Denver		On-Campus Program-Greeley		Post Bac Program Greeley & Lowry		Seniors – All Programs	
	2006	2007	2006	2007	2006	2007	2006	Not Surveyed
Assessment	3.3	3.1	2.6	2.7	2.4	2.5	2.6	n/a

1.3 (d) Received instruction on attitudinal and behavioral differences that influence socialization and learning variations between boys and girls.

All candidates receive instruction on the attitudinal and behavioral differences that influence socialization and learning variations between boys and girls in the PSY 347 and PSY 349 courses in educational psychology. Power Point slides providing a sample of the content related to gender differences from Chapter 4 can be reviewed at http://college.hmco.com/education/snowman/psych_app/11e/students/course/powerpoint/index.html . The PSY 347 and 349 course syllabi with highlighted sections related to gender differences are displayed in Appendix C.

In addition, all candidates study topics related to gender and ethnicity/race equity in the use of classroom technology in their Educational Technology (ET 247/347) courses. Students read information from their text and explore various websites related to the topic and engage in an online discussion regarding the issues. A copy of this syllabus is displayed in Appendix C.

In the Elementary program the behavioral differences and learning variations between boys and girls are integrated into the literacy methods course (EDEL 460) where candidates study grouping and practice intervention strategies for struggling readers

related to gender. In the mathematics methods course (EDEL 470) candidates study the dynamics of mathematics and gender as well as developing math lessons that document attention to equity in math (gender, ethnic, cultural). Both of the syllabi are displayed in Appendix C.

The Secondary/K-12 candidates study boys and reading in their required EDRD 340 Content-Area Reading and Writing course. Faculty members in the Reading Program completed a year-long study of boys and literacy during the 2004-2005 academic year. The group presented a session on issues related to the literacy needs of boys at the Eastern Education Research Association conference in March 2005. As a result of the faculty study, several reading syllabi were revised to include the important topics related to boys and literacy. Candidates learn about the issues related to boys' literacy achievement, categories of boys related to reading interests, boys and reading motivation, and how to select appropriate texts for boys. A copy of this syllabus is displayed in Appendix C.

1.4 All Content courses leading to the fulfillment of endorsement area requirements for secondary education licensure shall be taught by faculty belonging only to the departments from which the courses originate.

The lists found in Appendix D provide evidence that all content courses leading to the fulfillment of endorsement area requirements for secondary education licensure are taught by faculty belonging only to the departments from which the courses originate. This requirement has been a long-standing practice at the University of Northern Colorado. Further, all faculty teaching these content courses are hired, retained, and evaluated by the appropriate content department.

Section 2: Recruitment and Training of Qualified Candidates

Section 2 (2.1) Improving the recruitment, retention, and graduation of teacher candidates who are under-represented in Colorado's public schools.

The College of Education and Behavioral Sciences has several initiatives for improving the recruitment, retention, and graduation of teacher candidates from under-represented populations. These include the Center for Urban Education in Denver, the CUMBRES Program, Project Teacher Find, and the Native American Innovative Leadership Project (NAIL).

The Center for Urban Education visits with students and paraprofessionals in Denver metropolitan area schools to identify and recruit potential under-represented candidates for its elementary teacher preparation program. Additionally, the Center, working with a Rose Community Foundation grant is formalizing a strategy for collaborating with a school-based liaison to assist in identifying and recruiting minority male high school students.

In order to retain students in the Center for Urban Education, program administrators have assigned a retired master teacher to each candidate to guide and support candidate efforts in their teacher-apprentice 4-year experience. Also there are tutors available to step in and assist students with academic needs as they arise with their course work. A major source of encouragement and support for under-represented students in the program comes about through the generosity of foundations. There is financial support for those students needing both immediate/emergency and scholarship assistance.

The CUMBRES Program, founded by UNC's Hispanic Alumni Partnership in 1996, encourages more university students to become teachers with state endorsement in bilingual education or English as a Second Language. The expectation is the CUMBRES graduates, who were predominately Hispanic, will also be role models for students and they will reach school children who may be bilingual or primarily Spanish speakers.

The success of the program, now entering its tenth year, has led to CUMBRES partnerships with specific school districts that encourage and sometimes pay for students to complete the program and return to the district to teach. The number of candidates in the program has doubled in the past eight years and UNC now prepares 169 CUMBRES candidates. UNC has graduated more than 120 bilingual and ESL graduates. The director of the program reports graduates have a 100 percent job placement rate after graduation and average five job offers. The CUMBRES Program was moved to the College of Education and Behavioral Sciences in fall 2004 to increase its visibility and provide for greater collaboration between the program and college administration and faculty. Several faculty members serve as mentors who encourage and support candidates in the completion of their program. During the 2006-2007 academic year CUMBRES leaders started an extensive out-reach program throughout Colorado by having numerous "caffecitos," informal coffees where volunteers and funding are solicited. The intent is to inform more individuals about the organization and to raise additional funds for scholarships. For more information on UNC's involvement in recruiting under-represented students and the CUMBRES Program, please access the following link: http://www.diverseeducation.com/artman/publish/article_4835.shtml

Project Teacher Find is a collaborative "grow your own" effort between UNC and the local school district to identify, recruit, and prepare teachers from minority and underrepresented high school students. The Crena Lee Jex scholarship provides \$18,000 each year to 11-18 teacher candidates. The candidates receive \$1,000 per year and an additional \$1,000 during the student teaching semester. High school students are recommended by their counselors, applications are screened by a scholarship committee composed of district and university faculty, and candidates must maintain at least a 2.75 gpa to be eligible for continued support. Candidates are supported by the Project Teacher Find Committee and especially by the UNC Center for Human Enrichment (CHE). CHE is a comprehensive academic support center for UNC undergraduates with a dedication to first generation and underrepresented students, supporting academic, professional, and personal success. Many of the candidates selected by Project Teacher Find become a part of the CUMBRES program. Discussions are

currently underway to determine if one of the scholarships could be earmarked for a secondary teacher candidate seeking licensure in math or science.

Through campus student support services, the University provides a range of programs designed to recruit and retain students. This year, for example, faculty and administrators actively recruited students into our programs by making personal calls to students who had applied to UNC. On-campus programs, such as the Cultural Centers and the Center for Human Enrichment, are designed to provide academic, social, and psychological support to students in order to facilitate their progress through academic programs.

The College of Education and Behavioral Sciences is also advancing the recruitment and graduation of Native American teachers in educational leadership through the Native American Innovative Leadership Project (NAIL). The University of Northern Colorado (summer 2005) was awarded a grant through the Office of Indian Education (OIE), 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. During summer 2007 the first cohort of Native American teachers were on-campus for an intensive week-long leadership institute.

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 will 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 will begin classes spring 2007. For additional information on this project, please see <http://www.coe.unco.edu/NAIL/Overview.htm>

UNC fiscal year graduation data prepared by the Office of Budget and Institutional Analysis (OBIA) indicate that graduates from various ethnic groups have remained relatively stable over the last three years. The percent of non-Caucasian graduates are: 2003-2004, 11.9%; 2004-2005, 9.8%; 2005-2006, 11.7%. It should be noted that the percent of graduates of "unknown ethnicity" has generally increased over the last three years (2003-2004, 3.5%; 2004-2005, 7.8%; 2005-2006, 6.8%). The university community continues to make recruiting and retaining under-represented students a high priority. University students, faculty and staff were surveyed this year to learn more about the campus climate related to race and diversity. This survey is a part of an ongoing university-wide initiative to continue to improve respect and social justice on campus so more under-represented students feel welcome.

Section 2 (2.2) The Institution shall annually submit the Department on or before August 1st of each year, the student identification numbers and endorsements areas for all teacher candidates.

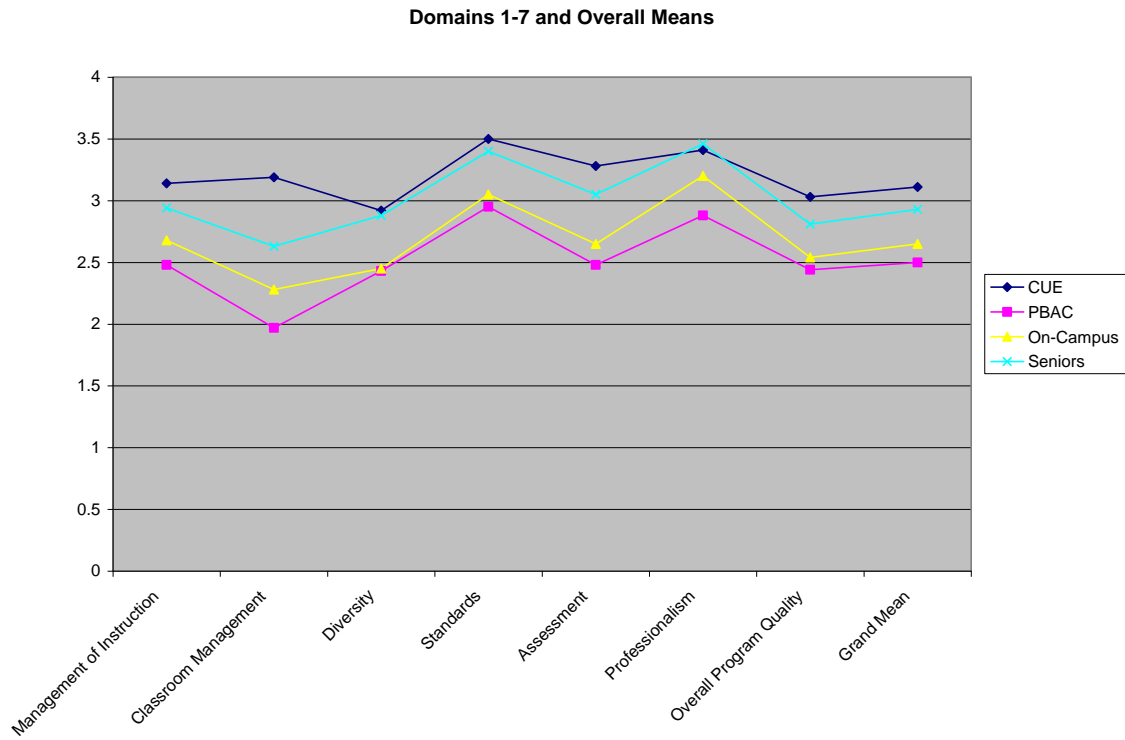
The information containing the student identification numbers and endorsements will be sent to the Department under separate cover by the UNC Office of Budgets and Institutional Analysis.

Section 2 (2.3) The Institution will participate with the Department in analyzing the placement in K-12 schools of teacher candidate graduates and their performance once placed by providing available data concerning graduates to the Commission, subject to the limitations of any applicable privacy law.

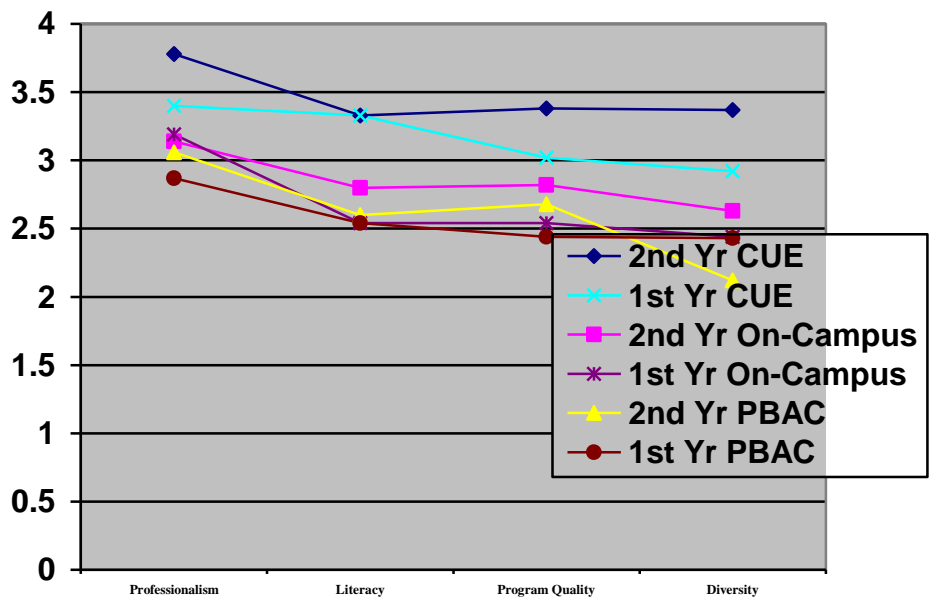
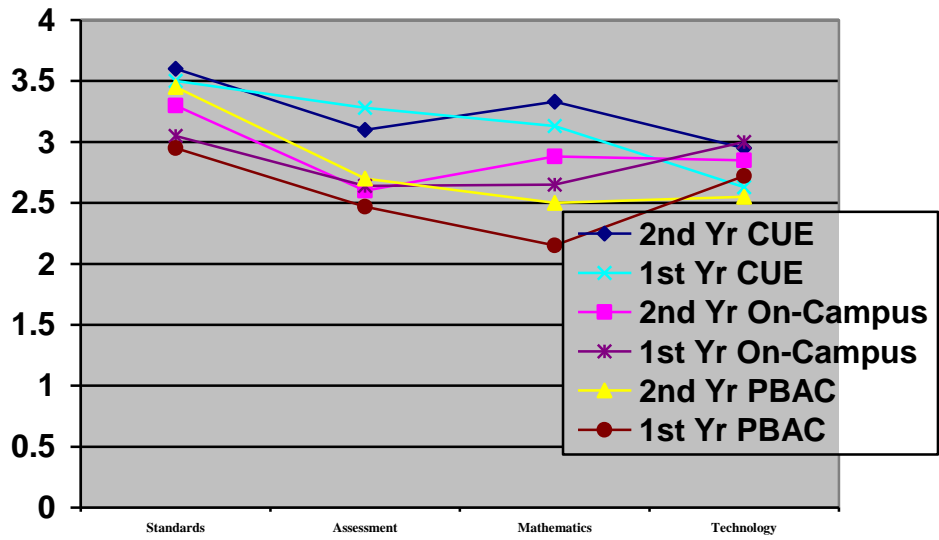
As a part of a US Department of Education grant the College of Education and Behavioral Sciences Dean's Office completed an extensive program review of three elementary initial licensure programs: Center for Urban Education in Denver, traditional on-campus PTEP, and the Post Baccalaureate on-campus and Denver-based programs. The evaluation included analysis of a 2006 1st and 2nd year teacher survey sent to over 600 UNC teachers from the graduating classes of 2004 and 2005, a 2007 1st and 2nd year teacher survey sent to over 450 teachers from the graduating classes of 2005 and 2006, a principal survey, a cooperating teacher survey, and focus-group data from discussions with 1st and 2nd year teachers and their supervising principals.

The data reveal that first and second year teachers rate their teacher preparation as "adequately prepared" or better on most domains. The results displayed below show the graduates of the Center for Urban Education rated themselves significantly higher than the on-campus group in classroom management, assessment and overall program quality. It is interesting to note the seniors rated themselves significantly higher than the on-campus graduate in diversity, standards, and assessment. This might suggest that the seniors' perceptions of their preparation need to be checked by the reality of first and second year teaching. The 2007 survey results (in the second graph below) reveal candidates generally rated their preparation higher in 2007 than in 2006. The results from both surveys show that UNC first and second year teachers report they are adequately prepared in their first two years of teaching.

2006 First- and Second-Year Teachers and Seniors Evaluation of UNC Teacher Preparation Program on Seven Domains



**Comparison of 2006 (1st year) and 2007 (2nd year) First- and Second-Year Teachers
Evaluation of UNC Teacher Preparation Program on Eight Domains**



Each year, UNC Career Services and OBIA conduct a survey of Bachelor Degree recipients and Advanced Degree recipients from the previous year. Information is sought on employment rates, salary, use of Career Services and graduate school attendance. Data are collected through two mailings and phone contacts twelve months after graduation and then analyzed and prepared into the Alumni Survey Report. Statistics are reported by program and a summary given for each college. The College of Education and Behavioral Sciences uses the survey results to assist currently enrolled and prospective students in selecting academic majors and in making career decisions and in assisting academic departments with their planning and evaluation activities.

The 2004-2005 (most current) Undergraduate Alumni Survey was sent to 1,930 graduates and the response rate was 60.0%. The results for all graduates in teaching document that 96.0% are employed or attending graduate school and 77.3% are employed in their preferred field. Elementary licensure graduates report that 97.9% are employed or attending graduate school and 77.4% are employed in their preferred field. Other overall highlights from the survey report include: 90.7% stated their UNC program enhanced ability to get/keep job, 88.9% stated employment is related to major, and 96.3% stated that overall, UNC instructional program met their educational goals. Please access the following link to review the complete survey results:

http://www.unco.edu/careers/undergrad_0405.pdf

The Graduate Alumni Survey for the College of Education and Behavioral Sciences documents that 98.8% of the graduates are employed and 85.8% are employed in their preferred field. The response rate of 827 graduates surveyed was 61.3%. Please access the following link to review the complete survey results:

http://www.unco.edu/careers/grad_0405.pdf

The University would welcome the opportunity to participate with the Department in expanding our assessment of teacher quality. Access to data regarding teacher effects on student learning would facilitate an analysis of our graduates' performance and the quality of our programs. Currently, these data are unavailable to us because of privacy regulations.

Goal #5: Workforce and Economic Development

Goal 5 (1.1) Institution will invest in the development and delivery of teacher preparation for urban environments, secondary math and science, bilingual and/or ESL licensure at either the elementary or secondary level, elementary education, or special education.

The College of Education and Behavioral Sciences continues several programs for education professionals that are particularly successful in responding to the delivery of teacher preparation for urban environments, secondary math and science, bilingual and/or ESL licensure.

The School of Special Education recently redesigned its entire program to meet new state-required standards and guidelines. The following programs are situated in the School and, except for the undergraduate program, are all offered in an online format: B.A. Special Education (Generalist Teacher), M.A. Special Education: Generalist Teacher, M.A. Special Education: Early Childhood Special Education Specialist, M.A. Special Education: Visually Impairment Specialist, M.A. Special Education: Deaf/Hard of Hearing Specialist, M.A. Special Education: Gifted and Talented Specialist, M.A. Special Education: Teacher Leadership Specialist, Post Master's Licensure Special Education: Administration, and Ed.D. Special Education.

The Special Education B.A. with an emphasis in Special Education K-12 Teaching is fully implemented at UNC. This program helps address the shortage of special educators in the state and nation. This program enrolls approximately 180 students. CDHE granted UNC's request to begin a Special Education K-12 Generalist program in Denver at the UNC Lowry Campus in fall 2007. A unique UNC/CEBS partnership with Aurora Public Schools, currently under development, will provide a 4-year undergraduate program for special education paraprofessionals, allowing students to work in the school district and continue to contribute to the special education programs in their respective schools. This is further investment in the higher education priorities identified by the state.

The UNC 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, inservice and preservice teachers can take professional development modules on topics related to low-incidence disabilities. Please see the following link for additional information on this Center: <http://nclid.unco.edu/newnclid/>

The Distance Opportunity Interpreter Training (DO IT) Center is now well established in the College. 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. The Center begins a new CDHE-authorized American Sign Language-English Interpretation – Bachelor of Arts program in fall 2007. The 120-credit major is predominantly an online program delivered via multiple technologies and includes summer onsite requirements.

Addressing the need of providing more ESL endorsed teachers is a major focus of the College of Education and Behavioral Sciences. A Title III Grant awarded to the Linguistically Diverse Education Program, funded until summer 2007, 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.

The number of UNC elementary teacher candidates taking the LDE concentration and earning an endorsement in Linguistically Diverse Education has grown significantly over the last three years: 2003-2004, 172; 2004-2005, 193; 2005-2006, 245. Candidates are being advised both in the elementary and secondary programs that added endorsements in LDE will enhance their teaching for all students and make them more marketable in many geographic areas within the state and nation.

The Center for Urban Education continues to address the shortage of urban teachers. The program gives paraprofessionals, mostly from Denver Public Schools, the opportunity to take intensive, accelerated coursework on their way to teacher licensure. The teachers are prepared especially to work in K-6 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: among the candidates in the four cohorts, for example, 47.5% were ethnic minorities.

In addition to the Center for Urban Education, UNC makes the Post Baccalaureate initial elementary licensure program available at the UNC Lowry Center. Beginning in fall 2007, this very popular program will be offered in the Loveland area. The program is for graduate students who have a bachelor's degree in any area. Many candidates in the program are career changers who are interested in working in an urban setting. The program satisfies half of the requirements for a master's degree in elementary education.

The Secondary PTEP prepares teachers in mathematics and science and secondary candidates are also encouraged to earn an ESL endorsement. The College is also developing a partnership with the Poudre School District to provide internships to student teachers in shortage teaching areas (math, science, special education, and ESL) who are at an advanced level of independence in their preparation. One special education internship was completed in spring 2006. This internship allowed the student teacher to become a full-time paid district employee while simultaneously completing the student teaching requirement. 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. A science internship is being negotiated for fall 2008.

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 a research agenda focusing on ways to teach to a diverse student body.

A new NSF grant was awarded in summer 2007 to the UNC MAST Institute to continue a professional development project with Greeley-Evans School District 6. This

collaborative involves UNC instructors from both the Colleges of Education and Behavioral Sciences and Natural and Health Sciences. Through the state MSP program, MAST has partnered with Colorado State University and school districts in NE Colorado to develop an MA in Natural Sciences (UNC), MA in Middle School Mathematics (UNC), and an MS in Natural Sciences (CSU) for teachers aimed at increasing content knowledge and pedagogical content knowledge in response to No Child Left Behind. Through the NSF funded GK-12 program, MAST has partnered with CSU 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 provides graduate students in science and mathematics with opportunities to work with teachers in their K-12 classrooms.

The High Plains Mathematics and Science Partnership continues 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 continues to support the development of two interdisciplinary programs: a Master's Degree in Natural Science (jointly with CSU) and an MA in middle level mathematics teaching.

The mathematics program has built on successes of earlier professional development projects such as Enhancing Mathematics in Elementary Schools and the Center for Learning and Teaching in the West, and current best practices in mathematics professional development. By institutionalizing the course offerings in the form of a graduate degree, we support teachers not only to learn far more mathematics than they would from attending a few institutes, but also to engage in standards-based implementation, action research and other applications of their mathematics content knowledge to their classrooms. The program currently has 12 students, with several preparing to graduate this year and at least four additional applications in the pipeline.

UNC College of Education and Behavioral Sciences and the Greeley-Evans School District #6 submitted a NASA Spaceflight Education Opportunities (NSEO) Live In-Flight Downlink Proposal in spring 2007. This proposed a communication downlink on the UNC campus with the most recent NASA space mission. The project included many planned opportunities for involving elementary and high school students in math and science. Some proposed projects involved UNC teacher candidates in a "STEM Buddy" projects with high school students and in recruiting students into math and science teaching. Although the project was not funded, administrators and faculty are still engaged in discussions about how to use teacher candidates and their university supervisors in the recruitment of science and math teachers.

