

UNIVERSITY of
NORTHERN COLORADO



April 9, 2007

Ms. Barbara Lautenbach
Title II State Coordinator
Office of Professional Services
Colorado Department of Education
201 East Colfax Avenue, Room 201
Denver, CO 80203-1704

Dear Ms. Lautenbach:

We are submitting the enclosed Annual Report of Teacher Preparation Program Completers at the University of Northern Colorado (UNC) for 2005-2006 to fulfill the institutional reporting requirements of Title II, Sections 207 and 208 of the Higher Education Act.

This report includes the completed institutional questionnaire with: a) pass rates of UNC program completers on teacher licensure examinations, b) program information for the teacher preparation programs at UNC, and c) the required institutional certifications. In addition to the institutional questionnaire, we have included supplementary contextual information to further describe UNC and our teacher preparation programs.

If you have questions about this submission, please contact Dr. Eugene Sheehan, Dean of the College of Education and Behavioral Sciences.

Sincerely,

Tara Rusher
Statistical Analyst

The University of Northern Colorado

Title II Institutional Report - Academic Year 2005-2006

April 9, 2007

A. Institutional Questionnaire

Institution Name: University of Northern Colorado
Respondent Name and Title: Eugene Sheehan, Dean, College of Education
Respondent Phone Number: 1-970-351-2817
Respondent Fax: 1-970-351-2312
Electronic Mail Address: eugene.sheehan@unco.edu
Address: College of Education
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University of Northern Colorado
Greeley, Colorado 80639

Section I. Pass Rates

Information on the performance of completers of the teacher preparation programs at the University of Northern Colorado on teacher/certification licensure assessments are provided in Appendix A: Program for Licensing Assessments for Colorado Educators, Annual Institutional Report for 2005-2006 and 2002-2003 Third Year Cohort Update.

Section II. Program Information

(A) Number of students in the regular teacher preparation program at the University of Northern Colorado during academic year 2005-2006 - all areas of specialization:

1. Total number of students enrolled during 2005-2006: 1,577

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006? 462

3. Please provide the numbers of supervising faculty who were:

Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students: 30

Appointed part-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students: 22

Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty: 17

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006: 69

4. The student/faculty ratio was (divide the total given in B2 by the number given in B1): 6.7 to 1
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The minimum number of weeks of supervised student teaching required is 16 weeks. The minimum number of hours required is 640 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?

Yes No

Section III. Contextual Information (Optional)

The University of Northern Colorado (UNC) is a general baccalaureate and specialized graduate research university with a statutory mission in teacher education. UNC was founded as the State Normal School in 1889, and for over 110 years the preparation of teachers has remained central to the undertakings of the institution. One of the major institutional goals to which UNC is committed is to prepare teachers and other education professionals. In honoring its commitment to this goal, UNC advances the following guiding tenets:

1. The preparation and professional renewal of educators will be a campus-wide responsibility.
2. Graduates of professional teacher education programs will meet state standards for licensure.
3. The University will work collaboratively with K-12 schools on the simultaneous renewal of schools and professional education.
4. Graduates of professional teacher education programs will acquire an appreciation for and ability to teach in an increasingly diverse society.

UNC offers 20 initial teacher licensure programs and prepares more teacher education candidates than any other Colorado institution. In 2001 and again in 2003 all of UNC's teacher licensure programs received authorized approval from the Colorado Commission on Higher Education. The National Council for Accreditation of Teacher Education (NCATE) accredited our teacher preparation programs in 2003.

Undergraduates completing teacher licensure programs at UNC are very successful in securing employment as teachers after graduation. The annual Alumni Survey for undergraduate students who completed teacher licensure programs regularly finds that a very high percentage are employed in their preferred field.

Additional information about the College of Education and Behavioral Sciences and the teacher education programs is provided under the Supplemental Information section.

Section IV. Certification

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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Eugene Sheehan _____ Name of responsible institutional representative
for teacher preparation programs

Dean, College of Education _____ Title

Certification of review of submission:

_____ (Signature)

Kay Norton _____ Name of President/Chief Executive (or designee)

President _____ Title

Supplemental Information (Optional)

Mission of the College of Education and Behavioral Sciences and Professional Education Unit

As the premiere education institution in the state of Colorado, the College of Education and Behavioral Sciences (CEBS) at the University of Northern Colorado (UNC) contributes to the betterment of society through research, professional service, and the preparation of individuals who are skilled lifelong learners capable of working effectively with diverse populations in an evolving global community.

Unit Conceptual Framework

The Unit Conceptual Framework was developed on the foundational premise that educators are not technicians but professionals able to make reflective decisions based on evidence and professional knowledge adapted to the context of the educational setting. The Conceptual Framework, Education as a Transformational Enterprise, serves as the foundation for decision-making and planning for the Unit.

Unit Outcomes

The Unit Outcomes highlight our belief that professional educators perform many complex roles, and that they are more than just conduits of knowledge. Professional educators need to be performance-capable in many arenas in order to think and perform in transformational, recursive ways.

Outcomes for Initial Programs

- Competence in Caring
- Mastery of Subject Matter
- Understanding Education as a Collaborative Enterprise
- Continuous Inquiry for Renewal

Outcomes for Advanced Programs

- Competence in Content and Caring
- Understanding Education as a Collaborative Enterprise
- Continuous Inquiry for Renewal

Each of these outcomes is complemented by a set of candidate proficiencies related to candidates' knowledge, skills and dispositions. All Unit Outcomes are aligned with state and national standards and provide a unit-wide perspective on candidate expectations by which individual programs and program descriptions are informed.

Current Licensing Programs

The University of Northern Colorado offers the following initial licensure programs:

<u>Licensure Level</u>	<u>Major/College</u>
<u>Elementary Education</u>	Interdisciplinary St: Liberal Arts
<u>Elementary Education - Post-Baccalaureate</u>	N/A
<u>Elementary Education - Urban Education</u>	Interdisciplinary St: Liberal Arts
<u>Secondary Education</u>	
English	English / HSS
Foreign Language	For Lang: French / HSS For Lang: German / HSS Spanish /HSS
Mathematics	Mathematics /NHS
Science	Biological Sci. / NHS Chemistry / NHS Earth Sciences /NHS Physics / NHS
Social Studies	Social Sciences /HSS History / HSS Geography / HSS
Speech	Communication / HSS
Drama	Theatre Arts / PVA
<u>K-12 Education</u>	
Art	Visual Arts / PVA
Music	Music:Instrumental / PVA Music:Vocal / PVA
Physical Education	Sport & Exercise Sci/HHS
<u>Special Education</u>	Special Education /CEBS

Teacher Licensure Program Features

The teacher licensure programs at UNC are characterized by the following features:

- All programs are aligned with the new Performance Based Standards for Colorado Teachers, the Colorado Model Content Standards, and licensure standards for Colorado teachers.
- All programs include required supervised field experiences in excess of 800 hours.
- All programs are performance-based and employ various assessment strategies to measure teacher candidates' knowledge, skills, and dispositions.
- All programs are collaboratively engaged with faculty from other colleges and with partner teachers to plan, implement, and assess best practices for preparing new teachers.
- All programs are designed so that teacher candidates are able to complete the entire program in 4 years.

Professional Partnerships

Working in collaboration with UNC faculty members on teacher education program design, implementation, assessment, and refinement are teachers and administrators from over 45 partner and affiliate schools involving seven school districts. Approximately 30 more affiliate schools are working in collaboration with the Elementary licensure program offered through the UNC Center for Urban Education in Denver, Colorado. The partner and affiliate schools with whom the University collaborates afford teacher candidates opportunities to work with richly diverse student, family, and community populations.

As active members of the Colorado Partnership for Educational Renewal (CoPER) and the National Network for Educational Renewal (NNER), UNC faculty and partnership colleagues are strongly committed to the NNER's Agenda for Education in a Democracy, and to the principle of simultaneous renewal of Pre K-12 schools as well as the academy's professional teacher education programs. The common ground shared by all partnership colleagues is the commitment to improve the performance levels of Pre K-12 school students.

Evidence of Program Quality

From standards of admission to program implementation, several indicators of teacher education program quality can be identified:

- In order to apply to the professional teacher education programs (PTEP), prospective candidates must have a 2.75 GPA or better. Once admitted into a PTEP, candidates must maintain a cumulative GPA of 3.00 or better.
- All teacher education candidates must demonstrate oral and written proficiency before being fully admitted into a PTEP.
- All teacher education candidates must pass the CCHE designated content test before they are recommended for licensure.
- Throughout the PTEP programs, multiple measures of candidate performance are employed to assess, monitor, and mediate candidates' progress.
- In addition to addressing the eight Performance-Based Standards for Colorado Teachers, all UNC teacher education programs adhere to two additional standards ("Diversity" and "Professionalism").
- All professional teacher education programs provide candidates with solid content preparation in literacy and mathematics.
- Partner teachers are selected because they demonstrate best practices in subject matter content, have successfully supervised student teachers, provide leadership in the building or district, have been active in pursuing professional development opportunities, and have a non-probationary teacher status.
- Teacher candidates receive early and continuous advising and counseling from PTEP faculty, colleagues from other colleges, and from partner and supervising teachers.

The centrality of teacher education to UNC is evident in the institution's campus-wide commitment to the preparation of teachers. The Colleges of Humanities and Social Sciences, Natural and Health Sciences, and Performing and Visual Arts are all actively involved in the preparation of teachers for initial licensure. Almost 120 faculty members, including representatives from each of these three colleges, hold status as members of the UNC Teacher Education Faculty.

Appendix A

The University of Northern Colorado

PLACE Content Assessments:

Single-Assessment Institutional-Level Pass-rate Data and
Aggregate and Summary Institutional-Level Pass-rate Data

Annual Institutional Report
For Program Completers during 2005-2006

Third Year Cohort Update
For Program Completers during 2002-2003

Provided by National Evaluation Systems (NES)
supplemented with Praxis data from UNC's Office of Budgets and Institutional Analysis

Program for Licensing Assessments for Colorado Educators

Annual Institution Report

Program Year: 2005-2006

Process date: **02-09-07 14:28:04**

Institution: **14 - University of Northern Colorado**

Number of Program Completers: **562**

Test Field/Category	Institution			Statewide	Institution		
	Place Results				Adjusted for Praxis Results		
	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Academic Content Areas							
028 Art	14	14	100%	100%	14	14	100%
030 Drama	7	--	--	100%	7	--	--
001 Elementary Education	35	28	80%	96%	208	191	92%
007 English	1	--	--	98%	13	10	77%
008 French	2	--	--	100%	2	--	--
010 German	1	--	--	100%	1	--	--
004 Mathematics	15	15	100%	100%	17	16	94%
029 Music	32	32	100%	100%	32	32	100%
032 Physical Education	38	38	100%	100%	38	38	100%
005 Science	--	--	--	--	13	11	85%
006 Social Studies	2	--	--	96%	31	30	97%
009 Spanish	2	--	--	100%	2	--	--
Aggregate	149	142	95%	98%	378	357	94%
Teaching Special Populations							
027 Early Childhood Special Education	3	--	--	100%	3	--	--
017 Linguistically Diverse Education	18	14	78%	92%	18	14	78%
016 Linguistically Diverse Ed Special	3	--	--	45%	3	--	--
020 Special Education: Generalist	44	44	100%	100%	44	44	100%
026 Special Education: Profound Needs	2	--	--	100%	2	--	--
022 Special Ed: Severe Needs – Affective	9	--	--	100%	9	--	--
021 Special Ed: Severe Needs - Cognitive	7	--	--	92%	7	--	--
Aggregate	86	79	92%	96%	86	79	92%
Summary Totals and Pass Rate	229	216	94%	98%	464	436	94%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other

Important: Do NOT use this report to revise your program completer information. Use your program completer worksheet.

Program for Licensing Assessments for Colorado Educators

2002-2003 Third Year Cohort Update

Program Year: 2002-2003

Process date: **02-01-07 14:15:56**

Institution: **14 - University of Northern Colorado**

Number of Program Completers: **484**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Academic Content Areas				
028 Art	8	--	--	100%
030 Drama	3	--	--	86%
001 Elementary Education	256	250	98%	99%
007 English	23	23	100%	99%
008 French	1	--	--	67%
010 German	2	--	--	100%
004 Mathematics	17	17	100%	100%
029 Music	16	16	100%	100%
032 Physical Education	43	41	95%	96%
005 Science	13	11	85%	95%
006 Social Studies	22	20	91%	98%
009 Spanish	3	--	--	100%
019 Speech	6	--	--	100%
Aggregate	413	400	97%	99%
Teaching Special Populations				
017 Linguistically Diverse Education	17	13	76%	84%
016 Linguistically Diverse Education Special	8	--	--	79%
020 Special Education: Generalist	31	31	100%	100%
026 Special Education: Profound Needs	4	--	--	100%
022 Special Education: Severe Needs - Affect	13	13	100%	100%
021 Special Education: Severe Needs - Cognit	5	--	--	94%
024 Special Education: Severe Needs - Hearin	2	--	--	100%
Aggregate	80	71	89%	96%
Summary Totals and Pass Rate				
	467	453	97%	99%

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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