

Title II Higher Education Act

SUBMIT REPORTS

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University of Northern Colorado
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: University of Northern Colorado
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Colorado

Address: 501 20th Street

Greeley, CO, 80639

Contact Name: Mr. Paul Sharp

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	No	No
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes

Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify: Writing Proficiency)	Yes	Yes

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

www.unco.edu/teach

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

Sophomore year

Does your initial teacher certification program conditionally admit students? Yes

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

Section I.b Program Enrollment

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

Total number of students enrolled in 2009-10:	3565
Unduplicated number of males enrolled in 2009-10:	821
Unduplicated number of females enrolled in 2009-10:	2744

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	346
<i>Race</i>	

American Indian or Alaska Native:	44
Asian:	69
Black or African American:	74
Native Hawaiian or Other Pacific Islander:	0
White:	2807
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	160
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	8
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	15
Number of students in supervised clinical experience during this academic year	985

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

Assumptions

1. Supervised clinical experience is not limited to student teaching; it includes earlier field experiences
2. Ratio is the number of students supervised for an equivalent of one credit our of faculty load
3. Faculty CH is the number of credits we paid to faculty to supervise the course (Estimate)
4. 278 Faculty Credit Hours is divided by 30 credit hour - an annual full time load for both full time and adjunct faculty
5. 9.26 is the FTE used for supervision of all field experiences licensure teacher education programs

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art & Design	8
Biological Sciences	10
Chemistry	1
Earth Sciences	2
Education	27
Elementary Education	33
English	15
Foreign Language	2
Geography	1
History	18

Interdisciplinary Studies	269
Mathematics	18
Music	2
Music Education	27
Physical Education	10
Physics	3
School Library Education	8
Social Science	5
Spanish	5
Special Education	105
Sport and Exercise Science	22
Theatre Arts	10
Visual Arts	3
TOTAL	604

Subject area	Number prepared
Art	11
Drama	10
Early Childhood Education	10
Early Childhood Special Education	10
Elementary Education	319
English	15
German	2
Gifted and Talented	7
Mathematics	18
Music	29
Physical Education	32
School Librarian	8
Science	24
Social Studies	24
Spanish	5
Special Ed. Specialist: Deaf/Hard of Hearing	7
Special Ed. Specialist: Visually Impaired	9
Special Education: Generalist	72
TOTAL	604

Section I.e Program Completers

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

2009-10: 587

2008-09: 550

2007-08: 509

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p>Academic year: 2009-10</p> <p>Goal: 5% increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Goal:</p> <p>To increase the number of students enrolled in the secondary mathematics teacher education program by five percent from 2008-2009 to 2009-2010.</p> <p>No. For the secondary mathematics teacher education program the number of majors decreased from 21 degrees awarded in 08-09 to 18 awarded in 09-10. The numbers of graduates each year are small and tend to fluctuate, making any definitive conclusions about the attainment of this goal difficult on a year to year basis. The five year average number of graduates from 2005 to 2010 has been 17.2 and each of the past two years exceeded the five year average.</p> <p>Description of strategies used to achieve goal:</p> <p>1)Participation in all university recruitment events (Preview Days, Junior Days, School-district Preview Days, scholarship fairs, Become a Bear events)</p> <p>2)Grant writing for recruitment and retention the purpose of providing scholarships and funding for internships as evidenced by the \$1.2 million National Science Foundation NOYCE grant in August 2010</p> <p>3)Tutoring services for mathematics courses provided by the Mathematics Tutoring Lab.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Received a \$1.2 million National Science Foundation NOYCE grant in August 2010. The goal of the NOYCE grant is to increase the number of mathematics and science majors who are pursuing careers in secondary teaching. We have been actively recruiting mathematics majors to apply for the scholarships and internships funded by the grant.</p>

<p>Science</p>	<p>Academic year: 2009-10</p> <p>Goal: 5% increase</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Goal:</p> <p>To increase the number of students enrolled in the secondary Science teacher education programs (Biology, Chemistry, Earth Sciences, Physics,) by five percent from AY2008-2009 to AY2009-2010.</p> <p>Goal met?</p> <p>Yes. For secondary Science teacher education programs the number of majors increased from 91 in 08-09 to 104 in 09-10, an increase of 14.3%</p> <p>Description of strategies used to achieve goal:</p> <ol style="list-style-type: none"> 1)Participation in all university recruitment events (Preview Days, Junior Days, School-district Preview Days, scholarship fairs, Become a Bear events) 2)Grant awards for the purpose of recruitment and retention <ol style="list-style-type: none"> a.NSF funded BIOTA program which provides academic, career-development and social opportunities for Biology majors b.NSF funded Chemistry Community College Transfer Scholarships 3)Participation in state events such as STEMapalooza and the fairs for the cities of Boulder and Loveland, CO 4)Demonstrations for high school and middle school students by UNC students and faculty <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1)A Secondary Education Post-Baccalaureate Licensure program has been recently implemented. The numbers of majors from the sciences enrolled in this program will be monitored and will be part of future reporting. 2)In 2010, the College of Natural and Health Sciences approved the establishment of the Science Education standing committee. The purpose of the committee is to <p>Assist in the oversight of the Graduate Interdisciplinary MA in Natural Sciences and the interdisciplinary elementary and secondary science education courses. Oversight will include: review of program and curriculum, coordination of courses, collaboration with elementary and secondary teacher education programs, recommendations for hiring science education faculty, review of science education faculty instructor course evaluations, review/implementation of state standards in science education courses, and review/recommendation of research-based teacher preparation reforms and teacher education accreditation (SPA and NCATE reports).</p> 3)Received NSF funded Noyce grant Fall 2010 for the recruitment and retention of science teachers for high need schools and to increase overall math and science teacher graduation rates
<p>Special education</p>	<p>Academic year: 2009-10</p> <p>Goal: average 17% increase</p>

Goal met? Yes

Description of strategies used to achieve goal:

Goal: To increase the number of teacher candidates in the program area of Special Education at the undergraduate level of study in both the on-campus and Center for Urban Education programs.

Goal Met: Yes. The percentage of undergraduate majors in Special Education increased by an average of 17% for the reporting period and the years preceding and following the reporting period.

Description of Strategies Used to Achieve Goal: The faculty in the School of Special Education was actively engaged in recruitment and retention activities over the course of the 2009-2010 academic year. A number of unique strategies were adopted including the following:

- Development of a School of Special Education Recruitment and Retention Committee that met every three weeks go develop strategic action plans.
- Initiative of group advisement meetings for all declared Special Education majors, as well as students who were considering the major.
- Distribution of recruiting materials to Directors of Special Education in local school districts in Colorado.
- Creation of short presentations to career fairs at area high schools.
- Development of an advertising campaign designed to highlight that "special education is a really cool major!"
- Dissemination of materials such as brochures, pens, scholarship summaries, and other small items with University of Northern Colorado logos.
- Providing information through listservs and other avenues of dissemination highlighting guaranteed federal loan programs and loan forgiveness programs.
- Posting recruiting materials in faculty work rooms at area schools.
- Promotion of two student organizations in special education including the Student Council for Exceptional Children and Best Buddies.
- Actively participating in all University sponsored recruitment events, including Discover UNC, Junior Days, Transfer Orientations, Become a Bear, Admitted Student Days, and Summer Orientations.
- Early warning systems designed to work with students who experienced difficulties in the early stages of their program in Special Education, with the option of developing professional improvement plans as needed.
- Presentations to school district personnel highlighting the critical shortage of special education teachers nationwide, that has been averaging 11.2% in the past decade.
- Demonstrating information on the demand for special educators that is expected to increase by 17% through 2018 according to the Bureau of Labor Statistics (2009). (The research literature in this area indicates that 98% of school districts in the United States report special education teacher shortages.)
- Provision of 20 full-time special education faculty members as individual student advisors to ensure continuity and support for pre-service teacher candidates.

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

Description of Steps to Improve Performance in Meeting Goal OR Lessons Learned in Meeting Goal: The efforts to address the critical shortage of special educators was successful due to the combined efforts of faculty, staff, and students in the School of Special Education. The quality of the programs,

	<p>research, teaching effectiveness, and student-centered environment are major forces that contribute to the success in meeting this goal.</p>
<p>Instruction of limited English proficient students</p>	<p>Academic year: 2009-10</p> <p>Goal: 58 with ESL endorsement</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>Goal: To provide more effective advising and monitoring of student performance in order to make sure students who graduate with an ESL endorsement are highly qualified.</p> <p>Goal Met:</p> <p>1)An Admissions Process for students seeking the undergraduate ESL endorsement was developed and approved internally. Students seeking an undergraduate ESL endorsement must now apply to the program, starting in Fall 2011. To be admitted, students must complete an application form, write an application essay stating why they wish to be an ESL or bilingual teacher, and complete a self-evaluation cultural checklist, which needs to be signed by a faculty member in Mexican-American Studies. The Admissions Process gives us a mechanism for knowing how many students are in the program, which courses they need and when they need them, and whether students need more support in writing math or science or more work with diverse students.</p> <p>2)Two large group advising sessions were organized for students seeking the ESL endorsement during the 2009-2010 academic year. These large group advising sessions are in addition to individual conferences that faculty have with students. Approximately 60 students attended the advising session in the fall and 30 students attended the advising session in the spring.</p> <p>3)A University-Wide Writing Intervention Committee met to discuss how to better support all UNC students, including our ESL endorsement students who struggle with writing. The newly implemented Admissions Process, which requires a writing sample, is the first step in providing help to students.</p> <p>Description of Strategies Used to Achieve Goal:</p> <p>1)Initiation of an Admissions Process for the ESL endorsement.</p> <p>2)Establishing of a Writing Intervention Committee.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Description of Steps to Improve Performance in Meeting Goal or Lessons Learned in Meeting Goal: We have to keep working on improving advising.</p>
<p>NA</p>	<p>Academic year: 2009-10</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.

Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.

Yes

General education teachers receive training in providing instruction to children with disabilities.

Yes

General education teachers receive training in providing instruction to limited English proficient students.

Yes

General education teachers receive training in providing instruction to children from low-income families.

Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.

Yes

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

Assurances

Describe our institution's most successful strategies in meeting the assurances listed above.

i. Training provided to prospective teachers fits with local educational agencies or states where the institutions graduates are likely to teach based on past hiring and recruitment trends.

The College of Education and Behavioral Sciences and UNC Career Services have strong connections to partner schools located in northern Colorado school districts in proximity to the UNC campus. Our strong Partner School model provides us with ongoing discussions with public school officials on practices related to hiring and recruitment trends. In fall 2009, the director of Career Services attended a Partner District Task Force meeting to learn about districts' needs and preferences related to current hiring trends directly from school administrators. These discussions are especially important in the planning for the annual Teacher Employment Day (TED), one of the largest teacher employment fairs in the U.S. During the 2011 fair, more than 100 districts from 14 states were represented and about 1,000 candidates interviewed for teaching positions. Career Services' mentors conduct workshops for teacher candidates to prepare them for the employment events by teaching them professional interviewing skills and strategies. Candidates are also prepared for recruitment trends by engaging in mock interviews in student teaching seminars during their final semester on campus.

During the TED events, College faculty members distribute surveys to employers who have interviewed and/or employed UNC candidates and graduates to determine how well candidates and graduates were prepared for their interviews and for teaching. Survey results document that our candidates receive high scores, especially in the area of professional dispositions and when survey responders are asked to rank UNC candidates with candidates from other institutions. Over the last four years, when employer interviewers were asked if the candidate interviewed was competitive with other applicants for a position in their district, 91-98% answered "Yes."

We further evaluate our candidates' success in the hiring process through the UNC Alumni Survey, conducted of all graduates within one year of graduation. Results reveal that a high percentage of candidates have jobs in their preferred fields after graduation. Analyzed data for 2008-2009 academic year document the high rate of UNC undergraduate teachers who are placed in a job related to their majors and licensure areas. On average, the percentage of undergraduate teacher graduates who are employed in their preferred field is 77%. As might be expected the highest percentage of teacher graduates who are employed in their preferred field are those in the sciences and mathematics. Percentages seem lowest in the areas of the secondary history and social sciences. There is not a teaching area where the percentages are unusually low. The response rate for the undergraduate survey was low and some of the sample sizes for the teaching areas in this analysis are quite small. Results of the Graduate-level Career Services Survey show 88% of graduates are employed in their preferred field.

ii. Training is closely linked with the needs of schools that the instructional decision new teachers face in the classroom.

The partner school initiatives, launched in the mid-1990s, functions to provide the simultaneous renewal process that links the needs of schools with the curriculum and experiences designed and implemented for beginning teachers. Because university practices are situated in the public schools there is a natural opportunity for faculty and candidates to experience daily the realities that new teachers face in the classroom. The partner school concept is a cumulative and continuous effort that supports teacher candidates in developing the necessary knowledge, skills, and dispositions of effective beginning teachers over time. As an example, the elementary teacher education program requires all candidates to complete an early field-based service learning project that takes place in a richly diverse partner school that is identified as "low performing" through the stipulations of the Elementary and Secondary Education Act (i.e., No Child Left Behind Act). Working through the support of university consultants and partner school master teachers, the candidates gain valuable experience assisting the individual literacy and learning needs of student from linguistically, culturally, and economically diverse families.

The College of Education and Behavioral Sciences intentionally and systematically maintains a strong understanding of current educational trends through the Partnership Advisory Council (regional superintendents), the Partner District Task Force (regional administrators and principals), and the Professional Education Council (faculty and principals). One of the main purposes in the meetings of these bodies is to discuss the quality of our teacher preparation programs and to seek assistance with our continuous program improvement process. The College also seeks feedback on schools' needs through conducting annual cooperating teacher and principal surveys, and focus group discussions.

Some school districts, such as our closest neighbor also afford our candidates the opportunity to participate in professional development workshops that are specifically targeted toward the needs of that district.

iii. Prospective special education teachers receive course work in the core academic subjects and receive training in providing instruction in core academics.

The curriculum consists of 40 credit hours in the Liberal Arts Core and 18-19 of these hours are required content courses selected in order to ensure special education candidates have the required solid content knowledge to teach. The required content courses listed below document the faculty's intentional efforts to provide the depth and the breadth of knowledge needed to be a special education teacher. Strong emphasis is placed on literacy and mathematics in both Liberal Arts Core requirements and content area coursework. In addition, all candidates are required to pass the Elementary Education PLACE Content Examination as a part of the graduation and licensure requirements.

Required Specified LAC Credits — 18-19 hours

Mathematics (Select 6 hours)

MATH 181 Fundamentals of Mathematics I: Number and Operations (3)

MATH 182 Fundamental Mathematics II: Algebra, Probability and Data Analysis (3)

History (Select 3 hours)

HIST 100 Survey of American History from Its Beginnings to 1877 (3)

HIST 101 Survey of American History from 1877 to the Present(3)

Social and Behavioral Sciences (Select 6 hours)

PSY 230 Human Growth and Development (3)

ECON (Economics) [5a]

GEOG (Geography) [5b]

PSCI (Political Science) [5a]

Physical and Life Sciences (3-4 hours) Select one of the following courses:

BIO 265 Life Science Concepts (3)

ESCI 265 Earth Science Concepts for Elementary Teachers (3)

SCI 265 Physical Science Concepts (4)

iv. General education teachers receive training in providing instruction to children with disabilities, limited English proficient students, low-income families, and learn how to effectively teach in urban and rural schools.

The design of curriculum in all teacher education programs delineates the components of cultural responsiveness through course content, required early field experiences in diverse school settings, and in-depth examination of learner diversity at full-time practicum placements in P-12 school settings. Teacher candidates in our teacher education programs are required to document the types of student diversity represented in all field experiences through the Diverse Field Experience Requirements Form. This form documents candidates have had experiences in the areas of: gender, racial/ethnic, economic, English language learner, and disabilities/ exceptionality. The form is signed by a supervisor and uploaded into the candidates' electronic portfolio to further document the completion of this requirement. Diversity is explicitly identified, developed, and assessed within specific courses in the teacher education programs. The coursework and fieldwork is described further below in Section 5.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
028 -ART Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				100	249
028 -ART Evaluation Systems group of Pearson Other enrolled students	12	238	9	75	83	233
028 -ART Evaluation Systems group of Pearson All program completers, 2009-10	14	248	14	100	98	239
028 -ART Evaluation Systems group of Pearson All program completers, 2008-09	22	269	22	100	100	247
028 -ART Evaluation Systems group of Pearson All program completers, 2007-08	20	263	20	100	100	244
030 -DRAMA Evaluation Systems group of Pearson	6					

All enrolled students who have completed all nonclinical courses						
030 -DRAMA Evaluation Systems group of Pearson Other enrolled students	8					
030 -DRAMA Evaluation Systems group of Pearson All program completers, 2009-10	11	244	11	100	100	242
030 -DRAMA Evaluation Systems group of Pearson All program completers, 2008-09	5					
030 -DRAMA Evaluation Systems group of Pearson All program completers, 2007-08	10	251	10	100	100	249
002 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	227	6	60	74	228
002 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	11	228	9	82	88	240
002 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	10	228	7	70	96	240
002 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	4				100	239
027 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
027 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	15	246	14	93	97	249
027 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	10	254	10	100	97	252
027 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	10	259	10	100	98	254
027 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	6				100	255
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	33	248	31	94	93	244

001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	28	261	26	93	90	249
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	53	243	45	85	98	251
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	29	234	24	83	99	250
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	23	247	22	96	100	250
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	127	170	124	98	98	168
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	217	170	205	94	95	169
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	256	169	256	100	100	169
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	211	169	211	100	100	170
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	193	168	193	100	100	169
007 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3				93	247
007 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	2				95	239
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2009-10	1				100	246
007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2008-09	2				96	245

007 -ENGLISH Evaluation Systems group of Pearson All program completers, 2007-08	6				100	240
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8				97	181
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) Other enrolled students	11	173	8	73	89	177
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	14	178	13	93	99	182
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2008-09	16	174	16	100	100	180
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2007-08	15	181	15	100	100	181
008 -FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1					
008 -FRENCH Evaluation Systems group of Pearson Other enrolled students	1					
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	10	172	10	100	100	170
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	9				93	171
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	16	169	15	94	99	173
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10	176	10	100	100	171
0435 -GENERAL SCIENCE: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	18	163	18	100	99	170

010 -GERMAN Evaluation Systems group of Pearson All program completers, 2009-10	2					
010 -GERMAN Evaluation Systems group of Pearson All program completers, 2008-09	1					
010 -GERMAN Evaluation Systems group of Pearson All program completers, 2007-08	2					
050 -GIFTED AND TALENTED Evaluation Systems group of Pearson Other enrolled students	2					
050 -GIFTED AND TALENTED Evaluation Systems group of Pearson All program completers, 2009-10	7					
050 -GIFTED AND TALENTED Evaluation Systems group of Pearson All program completers, 2007-08	2					
016 -LDE SPECIALIST: BILINGUAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1					
016 -LDE SPECIALIST: BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	5					
016 -LDE SPECIALIST: BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	4					
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	15	236	13	87	87	236
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson Other enrolled students	12	243	10	83	74	238
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	40	232	35	88	88	235
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	31	236	27	87	89	236
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	34	229	26	76	85	236
004 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	7				92	242

004 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	12	240	10	83	95	250
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	14	246	14	100	100	252
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2008-09	19	245	19	100	100	254
004 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2007-08	15	257	15	100	100	258
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5				75	163
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				70	162
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5				100	169
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	171
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	173
029 -MUSIC Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	19	241	18	95	92	237
029 -MUSIC Evaluation Systems group of Pearson Other enrolled students	15	238	13	87	86	239
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2009-10	28	241	28	100	100	241
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2008-09	31	247	31	100	100	243
029 -MUSIC Evaluation Systems group of Pearson All program completers, 2007-08	26	249	26	100	100	244
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	16	249	16	100	100	249

032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	17	245	16	94	90	239
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	30	244	30	100	100	243
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	29	243	29	100	100	242
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2007-08	31	250	31	100	100	244
018 -READING TEACHER Evaluation Systems group of Pearson All program completers, 2007-08	3					
042 -SCHOOL LIBRARIAN Evaluation Systems group of Pearson Other enrolled students	1					
042 -SCHOOL LIBRARIAN Evaluation Systems group of Pearson All program completers, 2009-10	2					
042 -SCHOOL LIBRARIAN Evaluation Systems group of Pearson All program completers, 2008-09	2					
005 -SCIENCE Evaluation Systems group of Pearson Other enrolled students	3				69	228
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1				100	243
006 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	2				92	244
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	2				97	245
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	1				100	253
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2007-08	2				100	246
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	19	171	19	100	98	169

0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	22	172	21	95	95	171
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	25	166	25	100	100	169
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	42	171	42	100	100	168
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	25	172	25	100	100	169
009 -SPANISH Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4					
009 -SPANISH Evaluation Systems group of Pearson Other enrolled students	9				83	245
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	7				98	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	9				100	253
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2007-08	5				100	251
024 -SPEC. ED. SPEC.: DEAF/HARD OF HEARING Evaluation Systems group of Pearson Other enrolled students	8					
024 -SPEC. ED. SPEC.: DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2009-10	7					
024 -SPEC. ED. SPEC.: DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2008-09	6					
024 -SPEC. ED. SPEC.: DEAF/HARD OF HEARING Evaluation Systems group of Pearson All program completers, 2007-08	4					
023 -SPEC. ED. SPEC.: VISUALLY IMPARED Evaluation Systems group of Pearson Other enrolled students	6					
023 -SPEC. ED. SPEC.: VISUALLY IMPARED Evaluation Systems group of Pearson All program completers, 2009-10	4					

023 -SPEC. ED. SPEC.: VISUALLY IMPARED Evaluation Systems group of Pearson All program completers, 2008-09	2					
023 -SPEC. ED. SPEC.: VISUALLY IMPARED Evaluation Systems group of Pearson All program completers, 2007-08	7					
020 -SPECIAL EDUCATION GENERALIST Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	15	240	11	73	76	240
020 -SPECIAL EDUCATION GENERALIST Evaluation Systems group of Pearson Other enrolled students	52	249	49	94	93	250
020 -SPECIAL EDUCATION GENERALIST Evaluation Systems group of Pearson All program completers, 2009-10	68	254	68	100	100	253
020 -SPECIAL EDUCATION GENERALIST Evaluation Systems group of Pearson All program completers, 2008-09	48	257	47	98	99	254
020 -SPECIAL EDUCATION GENERALIST Evaluation Systems group of Pearson All program completers, 2007-08	58	254	57	98	99	256
019 -SPEECH Evaluation Systems group of Pearson All program completers, 2009-10	2					
019 -SPEECH Evaluation Systems group of Pearson All program completers, 2008-09	1					
019 -SPEECH Evaluation Systems group of Pearson All program completers, 2007-08	2					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	587	569	97	99
All program completers, 2008-09	506	500	99	100
All program completers, 2007-08	478	473	99	100

Section IV. Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Other (specify: North Central Association)

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

No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

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

3. Technology

A. Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction

The importance of technology use and integration is woven throughout the candidates' experiences at UNC. Candidates integrate technology into their experiences demonstrate this through products and a Power Point slides, word processing documents, analytic data inputting and analysis files, and internet assignments and research. Candidates are expected to demonstrate knowledge, skills, and positive dispositions toward the use and integration of technology within courses, content major courses, and all facets of their field experiences.

Candidates are required to successfully complete two technology courses that focus on using technology in K-12 classrooms and addresses the integration of technology in all curricular areas for all students. Candidates explore issues related to the application of these tools (i.e., visual literacy, information literacy skills, copyright, and trends) within a variety of contexts. The courses are not designed to teach technology skills; rather, the goal is to promote technology integration that is seamless and that adds significant value to students' learning of core curriculum (language arts, math, social studies, science content). They investigate theoretical and practical issues surrounding the use of multimedia, email, Internet resources, educational software, and hardware within K-12 classrooms. The theoretical stance of this class is that technology can help educators break down old educational paradigms and allow teachers to provide opportunities for students that would not otherwise be possible. Technology can facilitate a move away from the view that expert teachers dispense prescribed applications.

Technology Course Values:

Several important values involving ethical issues are woven into the course to allow preservice teachers to place their learning into appropriate contextual settings. These contexts will be valuable to preservice teachers as they prepare for teaching in their own classrooms.

- Diversity. This course promotes a dialog on the relationships among technology and multicultural issues, gender issues, ethnicity, race, socioeconomic status (SES), and special needs. In addition, technology offers opportunities for students with diverse learning styles. Assisting candidates to evaluate the use of hardware and software relative to diversity issues are an integral part of this course.
- Collaboration. Technology cannot be used in isolation; it must be embedded in contextualized and authentic learning situations. Technology skills and understandings gained in ET 247 should be enhanced in and by other subsequent required courses in the Education Programs.
- Reflection. Weekly and long-range assignments require preservice teachers to process and reflect upon content and their own perceptions and growth within this course. Electronic portfolios, discussion groups, blogs, and email will encourage reflection and enable thoughtful, asynchronous exchange and collaboration.

Candidates are also required to complete an electronic portfolio to document proficiency on the Performance-Based Standards for Colorado Teachers. The process not only provides them with opportunities to evaluate and reflect on their growth, but it also requires candidates to apply a wide range of technology skills.

A and B. Provide a description of how your program prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement and how your program prepares teachers to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

One of the best ways to document that candidates are proficient in content and professional knowledge is to study the impact teacher candidates have on the students in their classrooms. All PTEPs use Teacher Work Sample Methodology to document that candidates can conduct and analyze formative and summative assessment data to inform their instructional practices. The core elements of the methodology include: rationale statement with regard to the teaching/learning context/setting, statement of relevance to students, alignment of K-12 Colorado Model Content Standards, instructional goals and objectives, pre-instruction assessment plans, lesson plans and instructional objectives based on pre-instruction assessment, post-instruction assessment plans, analysis of student learning data disaggregated by individual students and groups, an evaluative essay, and a reflective essay. The completed work samples document candidates' impact on learning in terms of individual pupils and whole classes. The use of technology is integrated into the work samples by requiring candidates to analyze data and to disaggregate students' scores by gender, disability/exceptionalities, and English language learners. Candidates are also required to integrate technology into the lessons in the work samples.

C. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable.

The Work Samples provide candidates with the opportunity to develop lessons that are flexible and maximize learning instruction for all learners. Differentiated instruction is required and candidates include how they intend to provide multiple representations, allow for varied expressions, and actively engage all students. Candidates not only design lessons but they are required to implement the plans, accumulate and analyze documentation of student learning, and reflect on their practice and make suggestions for how they might improve or vary their instruction in the future. The lessons are evaluated and verbal and written feedback is provided by cooperating teachers and university supervisors.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

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

5. Teacher Training

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act (§205(a)(1)(G)), and to effectively teach students who are limited English proficient.

All candidates successfully complete coursework where they construct knowledge about issues and strategies for working with diverse populations and field experiences where they practice and refine their new skills.

In the Professional Teacher Education Programs (PTEP) the topic of diversity is threaded through the following courses that are required for teacher candidates:

EDF 366 Conceptions of Schooling—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 assessing, working with students with special needs, and sharing the information

PSY 347 Educational Psychology for Elementary Teachers and PSY 349 Educational Psychology for Secondary Teachers—coverage of individual differences in learning; group differences by ethnicity and SES; diversity and equity issues in testing.

TESL 370 Teaching English Language Learners in the Elementary Education Classroom – an introduction to the theory and practice of teaching ELL in the elementary classroom.

The secondary program affords 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).

Application of knowledge and strategies learned in coursework are applied and candidates are assessed by cooperating teachers and university supervisors in Field Experiences:

All candidates (approximately 200 per year) in the program for elementary school teachers must participate in an early field-based literacy experience (EDEL 350) that takes place in a richly diverse partner school. During this project, candidates are required to assist students with their reading and writing. Working under the guidance of a partner school teacher, 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 nineteen secondary schools and middle schools within a reasonable driving distance from Greeley. These candidates (approximately 150 per year) have four field experiences and many early and advanced field placements occur in schools that are Title I or low performing as determined by the Colorado Department of Education. A program requirement implemented fall 2007 requires all secondary candidates to have field experiences in three different school settings. By far the majority of these placements are in the six large Greeley secondary and middle schools that have between 44.9 – 76% students receiving free and reduced lunch.

The Center for Urban Education in Denver creates opportunities for candidates (approximately 175 per year) to be involved in licensure programs in or near the inner city neighborhoods of Denver. The elementary, elementary post bac, early childhood education, and the special education generalist programs are all offered on the Lowry Campus and offer increased opportunities for diverse field experiences in the Denver-Metro area. Not only does The Center for Urban

Education provide opportunities for diverse field experiences, but the program recruits a diverse candidate population from the surrounding urban areas.

The Unit is also aggressively addressing the need to provide candidates with more instruction in teaching English Language Learners by requiring all elementary and early childhood teacher candidates to complete a 3-credit course in theories and practice of working with English Language Learners (ELL). The course requires candidates to complete assignments with English language learners.

The unit has seen a dramatic growth in the Linguistically Diverse: ESL Initial Endorsement program over the last three years. The numbers of students in the program has increased from approximately 50 students to over 200 students. Earning an ESL endorsement requires candidates to complete an additional 90-hour field experience working with English language learners under the supervision of a teacher with an ESL endorsement.

In fall 2008 at The Center for Urban Education all graduates began earning an ESL Endorsement in addition to their initial license. Previously candidates completed a concentration in English/Language Arts. The new design allows the program to graduate approximately 40 additional teachers each year with an ESL endorsement and to provide an important contribution to the quality of ESL instruction in the Denver-Metro area, where most of the teachers obtain jobs following graduation.

Does your program prepare special education teachers to:

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

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

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

The University of Northern Colorado (UNC) prepares students to effectively teach students with disabilities through a strong undergraduate major that includes significant attention to the individualized education program and the collaborative team process. Teacher candidates enrolled in the program complete courses on Foundations of Special Education, the Individualized Education Program and the Collaborative Process, Foundations of Special Education Assessment, and Introduction to Behavior Interventions prior to being fully admitted to the professional teacher education program. The last three semesters of the program that prepares special education teachers at UNC I heavily focused on applications of program content in school-based placements that are combined with integrated teaching methods blocks. Block One is an academic 12 credit hour block that combines scientifically-based literacy methods, mathematics methods, secondary methods and differentiated instruction with a 130 clock hour field experience with experienced cooperating teachers. Block Two is a significant support needs 12 credit hour block of courses that combines advanced assessment, applied behavior interventions, significant support needs methods with a 130 clock hour field experience with cooperating teachers who serve as mentors to ensure that content of processes of the individualized education program are experienced by each teacher candidate. The final semester for special education teacher candidates is a full semester, or a minimum of 640 clock hours, of full-time student teaching with a master teacher in one of UNC's partner school districts. Teacher

candidates in special education receive in-depth strategies and evidence-based approaches to meeting the needs and teaching students who are limited English proficient through completion of a required course on teaching culturally and linguistically diverse learners with disabilities prior to their student teaching placement. A highlight of students who complete Block Two, just prior to student teaching, is the participation in several simulation activities that require each teacher candidate to take the role of teacher in working with a real life individualized education program meeting where special education faculty members assume roles as parents, family members, and school district administrators. Students report significantly positive levels of satisfaction with their knowledge and ability to apply skills in the areas of the individualized education program and teaching students identified as being limited English proficient.

Section VII. Contextual Information

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

Supporting Files

University of Northern Colorado
Traditional Program
2009-10

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