

Title II

Higher Education Act

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University of Northern Colorado

Traditional Program

2010-11

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Name of Institution: University of Northern Colorado

Institution/Program Type: Traditional

Academic Year: 2010-11

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
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	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 2010-11:	3345
Unduplicated number of males enrolled in 2010-11:	773
Unduplicated number of females enrolled in 2010-11:	2572

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	397
<i>Race</i>	
American Indian or Alaska Native:	37
Asian:	79
Black or African American:	24
Native Hawaiian or Other Pacific Islander:	5
White:	2453
Two or more races:	57

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

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	9
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	1394

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	

Teacher Education - Special Education	97
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	255
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	16
Teacher Education - Business	
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	8
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	24
Teacher Education - Music	35
Teacher Education - Physical Education and Coaching	34
Teacher Education - Reading	19
Teacher Education - Science Teacher Education/General Science	12
Teacher Education - Social Science	
Teacher Education - Social Studies	34
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	14
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	63
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	97
Teacher Education - Early Childhood Education	18
Teacher Education - Elementary Education	255
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	16
Teacher Education - Business	
Teacher Education - English/Language Arts	24
Teacher Education - Foreign Language	8
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	24
Teacher Education - Music	35
Teacher Education - Physical Education and Coaching	34
Teacher Education - Reading	19
Teacher Education - Science	12

Teacher Education - Social Science	
Teacher Education - Social Studies	34
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	14
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	63
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	

English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.e Program Completers

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

2010-11: 597

2009-10: 621

2008-09: 550

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
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Mathematics

Academic year: 2010-11**Goal:** 5% increase**Goal met?** Yes**Description of strategies used to achieve goal:**

Goal:

To increase the number of graduates from the secondary mathematics teacher education program by five percent annually.

Yes. For the secondary mathematics teacher education program the number of majors decreased from 21 degrees awarded in 08-09 to 19 awarded in 09-10 and increased to 24 awarded in 10-11. This is an increase of 16% over 09-10 and 14% over 08-09. In 2010-2011 there were 106 candidates enrolled in the program, a decrease from 115 the previous year.

In mathematics, 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 average number of secondary mathematics teachers is slowly increasing annually.

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:

- 1) Significant involvement of the mathematics faculty in the organization of the secondary teacher preparation program. With enhanced knowledge of teaching and the teacher preparation program faculty can serve as more knowledgeable advisors.
- 2) Participation in all university recruitment events (Preview Days, Junior Days, School-district Preview Days, scholarship fairs, Become a Bear events)
- 3) Grant writing for recruitment and retention with the purpose of providing scholarships and funding for internships as evidenced by the \$1.2 million National Science Foundation NOYCE grant in August 2010. In Spring 2011, 11 Noyce Scholarships were awarded, 6 to undergraduate math teaching majors.
- 4) Tutoring services for mathematics courses provided by the Mathematics Tutoring Lab.

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

- 1) 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 and will continue to do so in future years of the grant.
- 2) The secondary teacher preparation program is being revised so that there is more obvious curricular coherence and integration of coursework with field experiences. We also are working to increase a sense of community among our teacher candidates. We hope that both of these changes will add to the attractiveness of the programs and thereby draw in more students.

	<p>3) The University (Foundation) Development Director assigned to the College of Education and Behavioral Sciences has as a priority achieving an increase in scholarship funding for teachers in high-need teaching areas, including mathematics.</p>
Science	<p>Academic year: 2010-11</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 Science teacher education programs (Biology, Chemistry, Earth Sciences, Physics,) by five percent annually.</p> <p>Goal met? No.</p> <p>In the science areas, 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. Between 2009-2010 and 2010-2011 the numbers enrolled and graduated fell from 16 and 110 to 12 and 96. Faculty across the sciences areas have made concerted efforts to increase the numbers of science teacher candidates.</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 c. NOYCE Scholarships—see above under mathematics. In spring '11, 6 scholarships were awarded to secondary science teacher candidates. 3) Demonstrations for high school and middle school students by UNC students and faculty. For example, annually the university brings all middle school students to campus. During their visit they learn about programs offered and in some sessions attend a science-faculty lecture. <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.

	<p>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 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> <p>3) Received NSF funded NOYCE scholarships for the recruitment and retention of science teachers for high need schools and to increase overall math and science teacher graduation rates.</p> <p>4) The secondary teacher preparation program is being revised so that there is more obvious curricular coherence and integration of coursework with field experiences. We also are working to increase a sense of community among our teacher candidates. We hope that both of these changes will add to the attractiveness of the programs and thereby draw in more students.</p> <p>5) The University (Foundation) Development Director assigned to the College of Education and Behavioral Sciences has as a priority achieving an increase in scholarship funding for teachers in high-need teaching areas, including science teachers.</p>
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<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: average 17% increase</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>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.</p> <p>Goal Met: NO. In 2009-2010 there were 104 program completers (graduates) and 471 enrolled; whereas in 2010-2011 there were 97 graduates and 448 enrolled. The Special Education programs have experienced considerable growth over the past five years, caused in part by the addition of the program at the Denver campus, and now are most likely looking at slower growth in the coming years. Program faculty members have engaged in many activities—see below—to recruit more students into the program.</p> <p>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 2010-2011 academic year. A number of unique strategies were adopted including the following:</p> <ul style="list-style-type: none"> •Development of a School of Special Education Recruitment and Retention Committee that meets every three weeks to develop strategic action plans. •Initiative of group advisement meetings for all declared Special Education majors, as well as students who were considering the major.
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- Distribution of recruiting materials to Directors of Special Education in local school districts across Colorado.
- Creation of short presentations for 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 were successful due to the combined efforts of faculty, staff, and students in the School of Special Education. The quality of the programs, research, teaching effectiveness, and student-centered environment are major forces that contribute to the success in meeting this goal.

The University (Foundation) Development Director assigned to the College of Education and Behavioral Sciences has as a priority achieving an increase in scholarship funding for teachers in high-need teaching areas, including special education teachers.

Instruction of limited English

Academic year: 2010-11

Goal: 60 with ESL endorsement

<p>proficient students</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: Yes</p> <p>Description of Strategies Used to Achieve Goal:</p> <ol style="list-style-type: none"> 1) CUMBRES, a scholarship, mentoring, academic support and community building, continues to be a very successful attractant for students interested in English as a second language. 2) Many faculty members now recognize the importance of an ESL endorsement and advertise this importance to our candidates. 3) 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 provides 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. 4) Group advising sessions continue to be used to provide a sense of community in the program. These sessions are held every semester. 5) 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>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>Faculty realize the importance of continued support of students through advising and mentoring—hence the importance of the CUMBRES program.</p> <p>The University (Foundation) Development Director assigned to the College of Education and Behavioral Sciences has as a priority achieving an increase in scholarship funding for teachers in high-need teaching areas, including ESL endorsed teachers.</p>
<p>NA</p>	<p>Academic year: 2010-11</p> <p>Goal: NA</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p>

	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
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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. We meet regularly with a Partner District Task Force 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 compare 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 above 70%. 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 function 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 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) (3)

GEOG (Geography) (3)

PSCI (Political Science) (3)

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 demographics of many of the schools in which candidates are placed ensures that candidates are trained to work with the above groups. 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	10	259	10	100	94	243
028 -Art Evaluation Systems group of Pearson Other enrolled students	9				78	232
028 -Art Evaluation Systems group of Pearson All program completers, 2010-11	15	253	15	100	100	240
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
030 -Drama Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3					
030 -Drama Evaluation Systems group of Pearson Other enrolled students	6					
030 -Drama Evaluation Systems group of Pearson All program completers, 2010-11	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					
002 -Early Childhood Education Evaluation Systems group of Pearson	8				100	240

All enrolled students who have completed all nonclinical courses						
002 -Early Childhood Education Evaluation Systems group of Pearson Other enrolled students	42	232	34	81	85	235
002 -Early Childhood Education Evaluation Systems group of Pearson All program completers, 2010-11	18	240	17	94	99	245
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	2					
027 -Early Childhood Special Education Evaluation Systems group of Pearson Other enrolled students	18	245	17	94	96	244
027 -Early Childhood Special Education Evaluation Systems group of Pearson All program completers, 2010-11	9				93	251
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
001 -Elementary Education Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	34	259	33	97	92	247
001 -Elementary Education Evaluation Systems group of Pearson Other enrolled students	29	243	24	83	92	248
001 -Elementary Education Evaluation Systems group of Pearson All program completers, 2010-11	25	244	21	84	98	251

001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	54	244	46	85	98	251
001 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	29	234	24	83	99	250
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	166	173	163	98	96	170
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) Other enrolled students	188	168	179	95	95	168
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	214	170	214	100	100	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
007 -English Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				90	243
007 -English Evaluation Systems group of Pearson Other enrolled students	2				87	241
007 -English Evaluation Systems group of Pearson All program completers, 2010-11	2				100	241
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
0041 -English Language: Literature and Composition Educational Testing Service (ETS)	10	171	9	90	98	177

All enrolled students who have completed all nonclinical courses						
0041 -English Language: Literature and Composition Educational Testing Service (ETS) Other enrolled students	14	176	13	93	93	179
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	23	178	22	96	99	180
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2009-10	15	180	14	93	99	182
0041 -ENGLISH LANGUAGE: LITERATURE AND COMPOSITION Educational Testing Service (ETS) All program completers, 2008-09	16	174	16	100	100	180
008 -French Evaluation Systems group of Pearson Other enrolled students	1					
008 -French Evaluation Systems group of Pearson All program completers, 2010-11	2					
0435 -General Science: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	18	168	18	100	98	170
0435 -General Science: Content Knowledge Educational Testing Service (ETS) Other enrolled students	7				96	173
0435 -General Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	12	169	11	92	99	172
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
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					
050 -Gifted and Talented Evaluation Systems group of Pearson Other enrolled students	11	250	11	100	100	250
050 -Gifted and Talented Evaluation Systems group of Pearson All program completers, 2010-11	14	256	14	100	100	254
050 -GIFTED AND TALENTED Evaluation Systems group of Pearson All program completers, 2009-10	7					
016 -LDE Specialist: Bilingual Education Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3					
016 -LDE Specialist: Bilingual Education Evaluation Systems group of Pearson All program completers, 2010-11	2					
016 -LDE SPECIALIST: BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	5					
017 -Linguistically Diverse Education Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	12	227	9	75	77	227
017 -Linguistically Diverse Education Evaluation Systems group of Pearson Other enrolled students	8				81	243
017 -Linguistically Diverse Education Evaluation Systems group of Pearson All program completers, 2010-11	46	238	40	87	88	241
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	43	231	37	86	87	233
017 -LINGUISTICALLY DIVERSE EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	33	235	29	88	90	235
004 -Mathematics Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				93	252

004 -Mathematics Evaluation Systems group of Pearson Other enrolled students	4				88	247
004 -Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	17	247	17	100	99	249
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	20	246	20	100	100	254
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) Other enrolled students	5				68	161
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	7				100	169
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
029 -Music Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	16	248	16	100	100	248
029 -Music Evaluation Systems group of Pearson Other enrolled students	19	241	14	74	78	235
029 -Music Evaluation Systems group of Pearson All program completers, 2010-11	34	245	34	100	99	243
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
032 -Physical Education Evaluation Systems group of Pearson	20	250	20	100	100	245

All enrolled students who have completed all nonclinical courses						
032 -Physical Education Evaluation Systems group of Pearson Other enrolled students	9				87	245
032 -Physical Education Evaluation Systems group of Pearson All program completers, 2010-11	25	249	25	100	100	244
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2009-10	32	246	32	100	100	243
032 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2008-09	29	243	29	100	100	242
043 -Reading Specialist Evaluation Systems group of Pearson All program completers, 2010-11	1					
042 -School Librarian Evaluation Systems group of Pearson Other enrolled students	2					
042 -SCHOOL LIBRARIAN Evaluation Systems group of Pearson All program completers, 2009-10	5					
042 -SCHOOL LIBRARIAN Evaluation Systems group of Pearson All program completers, 2008-09	2					
005 -Science Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2					
005 -Science Evaluation Systems group of Pearson Other enrolled students	2				78	229
006 -Social Studies Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2				80	244
006 -Social Studies Evaluation Systems group of Pearson Other enrolled students	2				87	241

006 -Social Studies Evaluation Systems group of Pearson All program completers, 2010-11	3				100	247
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2009-10	1				98	246
006 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2008-09	1				100	253
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	23	170	23	100	100	168
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) Other enrolled students	24	163	21	88	92	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	30	171	30	100	100	172
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	26	166	26	100	100	169
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	42	171	42	100	100	168
009 -Spanish Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	5				86	238
009 -Spanish Evaluation Systems group of Pearson Other enrolled students	17	258	15	88	83	248
009 -Spanish Evaluation Systems group of Pearson All program completers, 2010-11	4				100	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2009-10	7				100	247
009 -SPANISH Evaluation Systems group of Pearson All program completers, 2008-09	9				100	253

024 -Spec. Ed. Spec.: Deaf/Hard Of Hearing Evaluation Systems group of Pearson Other enrolled students	7					
024 -Spec. Ed. Spec.: Deaf/Hard Of Hearing Evaluation Systems group of Pearson All program completers, 2010-11	6					
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					
023 -Spec. Ed. Spec.: Visually Impaired Evaluation Systems group of Pearson Other enrolled students	2					
023 -Spec. Ed. Spec.: Visually Impaired Evaluation Systems group of Pearson All program completers, 2010-11	4					
023 -SPEC. ED. SPEC.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2009-10	4					
023 -SPEC. ED. SPEC.: VISUALLY IMPAIRED Evaluation Systems group of Pearson All program completers, 2008-09	2					
020 -Special Education Generalist Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	14	249	13	93	94	248
020 -Special Education Generalist Evaluation Systems group of Pearson Other enrolled students	77	254	77	100	98	251
020 -Special Education Generalist Evaluation Systems group of Pearson All program completers, 2010-11	50	258	50	100	100	256
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
019 -Speech Evaluation Systems group of Pearson	1					

All enrolled students who have completed all nonclinical courses						
019 -Speech Evaluation Systems group of Pearson Other enrolled students	1					
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					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	533	525	98	99
All program completers, 2009-10	593	578	97	99
All program completers, 2008-09	508	502	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 and demonstrate this through products such as 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 all courses and all facets of their field experiences. Candidates must successfully complete two technology courses that focus on using technology in K-12 classrooms and that address 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 these courses 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 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
2010-11

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